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ABSTRACT

The curriculum guide provides lesson plans on the use of music and drama as a means to develop language skills in handicapped children. The approach is based on theories of music educator, C. Orff. Lesson plans list objective, materials, and procedure information along with time requirements and directions. The first section details activities that can be used during breaks in the classroom. These activities focus on such aspects as days of the week, auditory motor skills, role sequencing, and gross motor activities. In section 2, approximately 75 developmental activities are described. The developmental activities include games, poems, action songs and verses, speech exercises, rhythmics, and dramatics. The third section presents lesson plans for holiday songs, poems, and dances. In the fourth section, examples are given on ways to expand the lesson plans. Activities are indexed by objectives. (CL)

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A RESOURCE MANUAL FOR THE DEVELOPMENT AND EVALUATION OF SPECIAL PROGRAMS FOR EXCEPTIONAL STUDENTS

VOLUME V-B
MODELL: Music or Drama To Enhance Language Learning

Bureau of Education for Exceptional Students

State of Florida
Department of Education
Tallahassee, Florida
Ralph D. Turlington, Commissioner
Affirmative action/equal opportunity employer

Revised
June 1983

EC162419

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This manual was developed by the Polk County Public Schools, R. Clem Churchwell, Superintendent, under the guidance of Diane Penn, Project Director and Sharon Comkowycz, Project Coordinator.

This Resource Manual is one in a series of publications developed to assist Florida School Districts in the provision of special programs for exceptional students. For additional information on this or other publications, contact the FDLRS Clearinghouse/ Information, Bureau of Education for Exceptional Students, Division of Public Schools, Florida Department of Education, Tallahassee, Florida 32301.

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RESOURCE MANUALS

Laws and Rules

___ Volume I-B: Florida Statutes and State Board of Education Rules: Excerpts for Programs for Exceptional Students, 1982.

___ Volume I-C: Federal Laws and Regulations Pertaining to the Education of Exceptiona Students - P.L. 94-142, Sec. 504, and P.L. 89-313, 1982.

___ Volume I-E: Florida Statutes and State Board of Education Rules: Florida School for the Deaf and the Blind - Florida Department of Health and Rehabilitative Services, 1980.

Program Manuals

___ Volume II-A: Visually Impaired

___ Volume II-B: Mentally Handicapped, 1982.

___ Volume II-C: Speech and Language Impaired, 1979.

___ Volume II-D: Hearing Impaired: Deaf and Hard of Hearing

___ Volume II-E: Emotionally Handicapped, 1981.

___ Volume II-F: Specific Learning Disabilities, 1980.

___ Volume II-G: Gifted, 1980.

___ Volume II-H: Homebound/Hospitalized, 1980.

___ Volume II-I: Physically Impaired, 1977.

___ Volume II-J: Occupational and Physical Therapy, 1982.

___ Volume II-K: Deaf-Blind, 1982.

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Preface

According to Piaget all thinking develops from the coordination of external actions. Coordination of body movements and sensory inputs are therefore a prerequisite to the application of body sense activities to specific problems and tasks. In the young child, thinking is still closely tied to such activities.

Research has shown that a "sound language" was in existence since before the Ice Age. This "sound language" had a common source of both speech and music. If one listens carefully to speech, one will hear pitch changes, melodic lines, rhythm, tonal variations and many other elements of music.

Acceptance of the "sound language" idea is a rationale for using music and speech rhythms as a language learning tool. Through the use of short poems, songs and stories that have vocabulary and sentence structure on the level of the students, and coordination of the use of instruments with these words and rhythms; music and poetry can be a tool for reinforcing proper speech and language development as well as academic learning tasks. When used properly these activities can be used as a teaching aid by reinforcing teaching and learning and making it a positive and fun activity for children.

Carl Orff, the great music educator from Germany and Austria, focuses on rhythm, melody, movement, improvisation and instrumental experiences in his method of musical training for children. His ideas and the use of Orff instruments or copies of these instruments are unique and educationally rewarding. Orff's basic philosophy is a marvelous method to adapt to the Exceptional or Developmentally-slow child because it can be implemented to combine musical and non-musical goals. In other words for every musical goal, a related learning skill can be practiced. It makes a real difference when you use music and poetry activities to teach. Learning becomes easier and more fun as well as making concepts vivid and concrete. The use of sound is connected not only with movement, not only with the stimulation of ideas for stories and character, not only with teacher control leading to individual personal control of each pupil; it is also concerned with, and indeed deeply interwoven with speech. Speech is, roughly speaking, divided into long vowel sounds and short consonant sounds and by the use of certain percussion instruments we can provide physical experiences of factors concerned with speech experience. To quote Mr. Orff, "Language must be considered inseparable from music and movement."

Although the exceptional student teacher is neither a music educator nor music therapist, he or she can use certain activities, songs, and poems to help remediate certain deficient areas in learning such as: auditory memory/discrimination/attending, visual memory/discrimination/attending, gross motor coordination, vocabulary, pragmatics, syntax, prosody, turn-taking, syllabication, development of creative self-expression, and last but most important, improvement in self-concept.

The ideas and activities in this curriculum guide have been gathered from many sources: reading, application, observation, workshops and the Project Director's imagination. All of us in the field of therapy are aware that there should be no fixed ideas and that we must constantly be creative.

It is hoped that the MODELL curriculum guide will be a useful tool in your classroom. The lesson plans are written with the area of remediation as the objective and the time it takes to complete each lesson so that you can use them for short time periods during the day.

STATEMENT OF NEED AND RESEARCH FINDINGS

In the presentation of learning materials the level of the presentation of the material has been established as a determining factor in the learning and retention of concepts presented in the materials. In 1978 a program using music, drama, poetry, and movement was implemented by Diane Penn in the Polk County Schools. The aim of their special material was to improve language and learning skills of exceptional students. Prior to this time Sally Anderson of Brigham Elementary School, Winter Haven, had been keeping comparative data on a variety of tests pertaining to the same type of learning. In the annual testing program for severe speech and language students in the Brigham Elementary School, Anderson found that the auditory memory sub-tests revealed a considerable rate of improvement in the students in her class. The only difference in the program from that of previous years was the addition of the music and drama therapy program. It should be noted that improvements in auditory memory have in the past been resistant to change or improvement.

These results prompted Polk County to apply for a EHA VI-B special project for the purpose of evaluating the facilitating effects of this program in the following areas; (a) auditory memory, (b) auditory attending, (c) auditory discrimination, (d) prosody, (e) vocabulary, (f) syntax, (g) visual memory, (h) rhythm stress and syllabication. This grant was received in the Fall of 1980.

Previous Records

In 1974-75, Dr. Anthony Palemoni, Director of the New York City Board of Education, received a Title VI B grant to investigate the effects of certain instruments of teaching on auditory and visual skills learning. The results of the research were encouraging and provided reason for speculation that music incorporating Orff type instruments with echo speech and rhythm movement activities was especially facilitating to the learning of auditory and visual skills. Aurea A. Mercado was the project director of this study.

Statement of the Problem

The purpose of this investigation was to determine if material and techniques developed by the project director, Diane Penn, would be facilitating to the learning of auditory and visual skill by some "exceptional students". A second purpose was to determine if the material and techniques could be successfully implemented by teachers in this area, without formal workshop attendance. In addition to this, the director felt it was important to evaluate the attitude of the participating teachers toward the material and methods of implementation. Aurea A. Mercado was the author and project director of this study.

Part I of Study
Method

Subjects

The subjects were 51 students from Specific Learning Disabilities and Language Impaired units from North Lakeland Elementary School, Oscar J. Pope Elementary School, Dundee Elementary School, Brigham Elementary School, and Lake Alfred Elementary School, all in Polk County, Florida. These were the classes available for the study at the time the grant was obtained.

Materials

The materials presented in this investigation were prepared by the project director and consisted of a curriculum guide consisting of a set of lesson plans and instructions to the teacher on how to use the lesson plans and accompanying materials. A copy of this is included in the Appendix.

Procedure

The 51 students were divided into two separate groups, Experimental and Control. The Experimental Group containing 39 students and the Control group consisting of 12 students.

In October, 1980, the project director tested all of the students in both groups using a battery of 6 tests.

1) An informal test constructed by Diane Penn to test skills in Auditory Memory, Auditory Sequential Memory, Visual Memory, Auditory Discrimination, Pitch and Motor Coordination. A copy of this test is included in the Appendix.

   Illinois Test of Psycholinguistic Abilities

   Detroit Tests of Learning Aptitude

2) Auditory Sequential Memory
3) Auditory Attention Span for Related Syllables
4) Auditory Attention Span for Unrelated Syllables
5) Social Adjustments A
6) Social Adjustments B

During the period from October, 1981, until March, 1981, the project director taught the students in the experimental group twice a week. The students were attending classes in musical therapy. The control group also attended classes in music but did not receive instructions from the Curriculum Guide. At the end of this period all the students were tested (Post-test) using the same battery of tests that had been used in the Pre-test.

Analysis

The data was analyzed using a computer program written by John Tompkins of the Florida Southern College Computer Science facility. The formulas used were as follows:

$$t = \frac{\bar{D}_E - \bar{D}_C}{\sqrt{\frac{s^2}{N_E - 1} + \frac{s^2}{N_C - 1}}} \qquad \text{(Pooled t)}$$

$\bar{D}_E$ - the mean of the difference from Pre-test to Post-test for the experimental group

$\bar{D}_C$ - the mean of the difference from the Pre-test to Post test for the control group

s^2 - the variance for each of the samples

$$s^2 = \frac{\sum_{t=1}^{NE}(D_i - D_E)^2 + \sum_{t=1}^{Nc}(Di - D_o)^2}{(N_E + N_C - 2) \text{ number of degrees of freedom}}$$

N_E - number of subjects in Experimental group

N_c - number of subjects in Control group

Both sets of data were tested for homogeneity of variance by using N standard F statistic

$$F = \frac{S^2_E}{S^2_C}$$

Results The data for both pre-test and post-test were subjected to a F - statistic analysis. The factor considered was the difference in the Mean gain from pre-test to post-test. The following tables, by sub-test, give the Mean & S.D for the pre-test and post-test for both Experimental and Control group.

Pre-tests - Experimental Group

	Penn Informal	ITPA	Soc A	Detroit Test Soc B	Rel. Syl.	Unrel. Syl.
Mean	11.13	50.03	56.46	57.77	39.31	48.36
Std. Dev.	4.57	20.12	30.95	23.78	18.82	15.83

Post-tests - Experimental Group

	Penn Informal	ITPA	Soc A	Detroit Test Soc B	Rel. Syl.	Unrel. Syl.
Mean	19.59	61.38	73.44	67.23	44.85	57.00
Std. Dev.	3.23	19.84	22.69	19.86	15.82	17.00

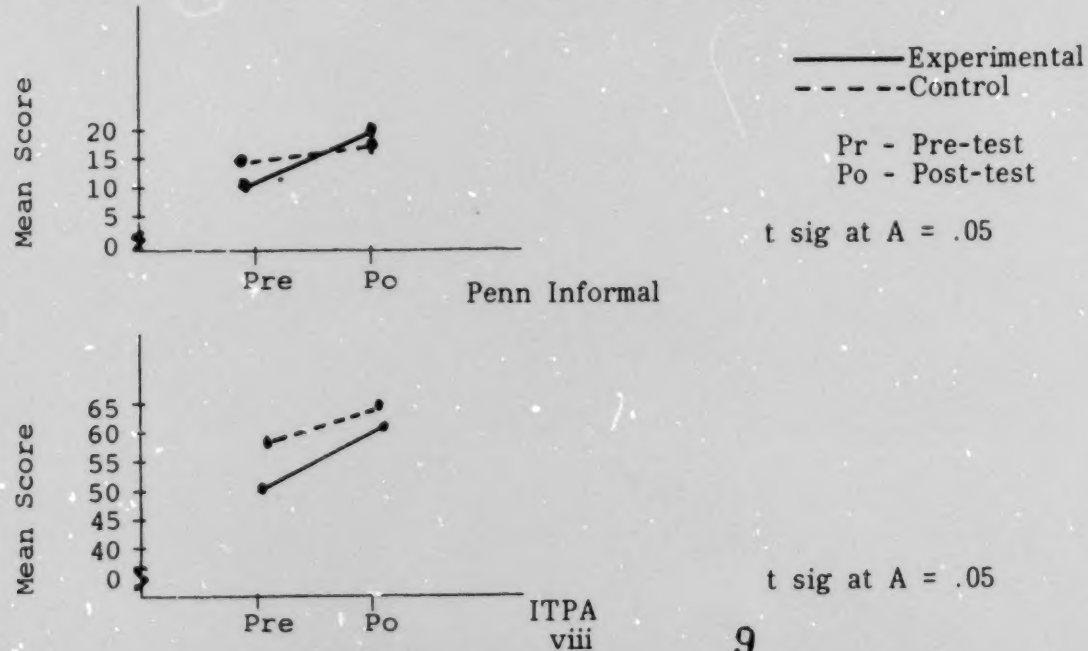
Pre-tests - Control Group

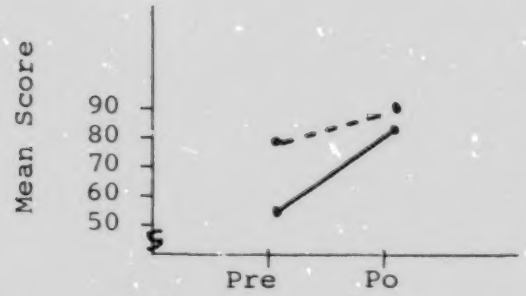
	Penn Informal	ITPA	Soc A	Detroit Test Soc B	Rel. Syl.	Unrel. Syl.
Mean	12.50	59.67	72.00	70.75	47.25	60.17
Std. Dev.	4.23	19.56	31.25	23.48	18.13	26.34

Post-tests Control Group

	Penn Informal	ITPA	Soc A	Detroit Tests Soc B	Rel. Syl.	Unrel. Syl.
Mean	15.00	63.33	79.42	80.50	48.00	70.00
Std. Dev.	5.10	27.17	22.16	20.71	17.01	35.00

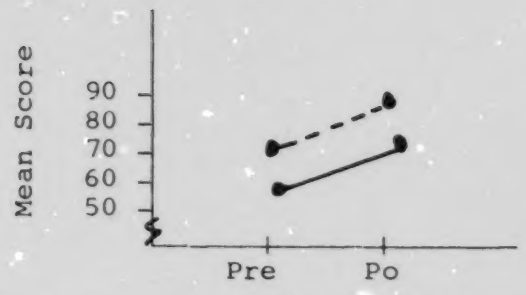
It should be noted that the means of every pre-test for the control group was higher than the experimental group. The mean scores on the pre-test and post-test showing the comparison of increase for both groups on pre-test and post-test is presented here. Graphs Shown Are Mean Scores Compared





Detroit Social Adjustment A

t not sig at A = .05
but sig at A = .10
acceptable in Educational
Research - Facilitating



Detroit Social Adjustment B

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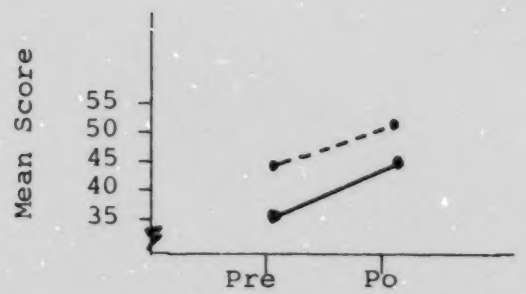
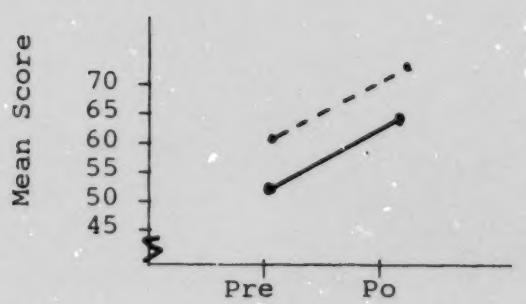


Related Syllables

t not sig at A = .05 (x=.20)
but facilitating helps 4 out of 5.



Unrelated Syllables

t not sig at A = .05 only
test where Control did as well
as Exp.

The rate of increase is determined by the slope of the line.

Discussion

The first test in the battery of tests give conclusive results that the treatment was significantly better (A = .05) and especially on the Penn Informal Test, which is probably a better measuring instrument for the material in the lessons taught. The rate of improvement is better for all areas of the materiai thus showing a facilitating effect for the materials for those students involved. The Informal test showed a slower increase than the control group, but a notable increase for the experimental group.

A startling result of this study is that even though the experimental group consisted of students with lower means in every category, the rate of increase is readily detected indicating the materials were in every case facilitating to students with less knowledge of the subject. This is encouraging since studies of this kind are designed to help those students.

Preparation of Teacher Results

Subjects

The subjects for this study were teachers in the state of Florida who used the curriculum guide to teach their classes. These teachers were selected from those available for the study at the time of the investigation. This part of the investigation was conducted from October, 1981, to February, 1982.

Procedure

Twenty-five teachers in Specific Learning Disabilities, Severe Speech/Language and Varying Exceptionalities classes from various elementary schools in the State of Florida were given the materials designed by the project director. Nineteen were trained by the director in a special workshop. Six were given the materials without training. The trained teachers were designated as the experimental group and the untrained teachers, the control group.

All teachers participating in the study gave the same battery of tests used in the previous section of this study, in October, 1981. The materials were then taught to their respective classes. The same post test was administered in February, 1982, to determine the rate of gain made by the students.

Analysis

The test scores for both pre and post tests were recorded and the difference in the means was subjected to the same analysis as in te previous study conducted in 1980. The progress of the teacher was determined by the mean increase in the differences of the true tests achieved by the students attending the classes.

Results

The mean score of the participating students (121 in all) are presented in the following tables:

Experimental Group
Pre-test (by subtest)

	Penn Informal	ITPA	Detroit Test Soc A	Soc B	Rel. Syl.	Unrel. Syl.
Mean	17.00	62.00	81.54	71.36	54.59	69.63
Std. Dev.	3.81	23.99	26.21	22.87	29.58	45.72

Post-tests (by subtest)

	Penn Informal	ITPA	Detroit Test Soc A	Soc B	Rel. Syl.	Unrel. Syl
Mean	21.56	71.18	92.26	79.67	60.55	77.00
Std. Dev.	3.56	26.15	23.49	22.79	28.65	46.00

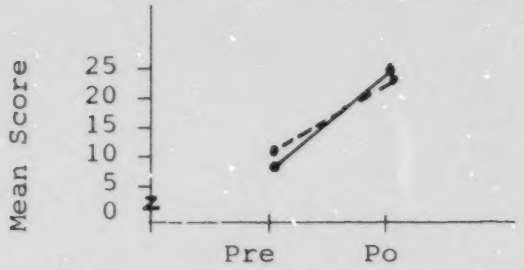
Control Group
Pre-test (by subtest)

	Penn Informal	ITPA	Soc A	Detroit Test Soc B	Rel. Syl	Unrel. Syl.
Mean	16.85	47.19	49.62	54.35	44.69	38.65
Std. Dev.	4.22	14.53	29.38	16.09	10.23	15.75

Post-test (by subtest)

	Penn Informal	ITPA	Soc A	Detroit Test Soc B	Rel. Syl.	Unrel. Syl.
Mean	20.81	52.92	65.08	58.92	47.73	48.00
Std. Dev.	5.94	15.90	18.07	14.73	12.70	21.00

The mean scores on the pre-tests and post-tests showing the comparison of increase for both groups from the pre to post-tests is presented here in graphical form.

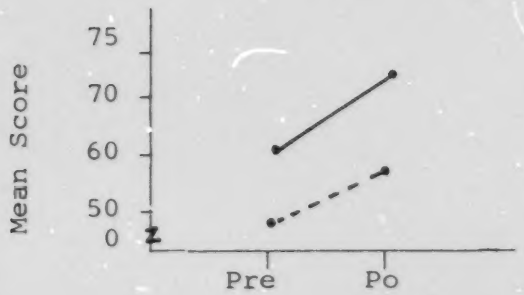


Experimental
Control

Pr - Pre-test
Po - Post-test

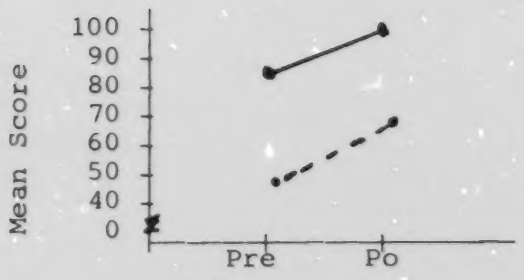
t not sig at A = .05

Penn Informal
I



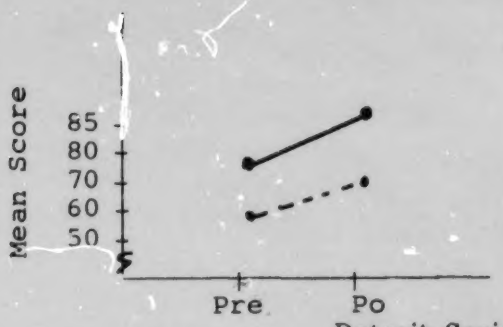
t not sig at A = .05

ITPA
II



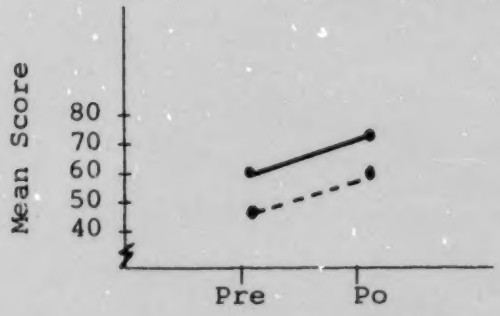
t not sig at A = .05

Detroit Social Adjustment A
III



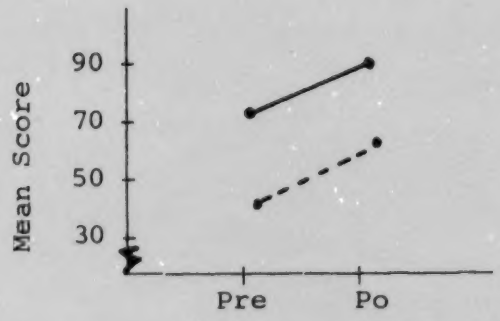
t not sig at A = .05

Detroit Social Adjustment B
IV



t not sig at A = .05

Related Syllables
V



t not sig at x = .05

Unrelated Syllables
VI

The results of this study is readily detected by observing the graphical presentation of the mean differences. In every case the teacher who received only the curriculum guide did as well with their students as did the trained teachers. An encouraging note indicated by the data is that, even though students in all cases for the control group had less knowledge on the pre-tests they improved at the same rate as did those having higher pre-tests. Teachers in both categories were equally successful in the presentation of the materials.

Synopsis

In both studies the statistics support the facilitatory effects of the materials and also the fact that the teachers are able to understand the materials presented in the curriculum guide. Training the teachers seems to be unnecessary.

The project director felt that feed back from the teachers on their attitudes toward the materials would be helpful in strengthening the material. A 17 item questionnaire developed by the project director and Dr. Richard Burnette of the Florida Southern College Research and Development Department was administered to the teachers who participated in the study of 25 teachers participating, 16 replied. The results of this inquiry are presented in the following:

FINAL FIELD TEST EVALUATION QUESTIONNAIRE

This questionnaire gives you an opportunity to express anonymously your views of this project and the way it has been developed. Indicate the response closest to your view by blackening the appropriate oval.

Blacken one response for each question.

NA Not applicable or don't know. The statement does not apply, or you simply are not able to give a knowledgeable response.
SA Strongly Agree. You strongly agree with the statement as it applies to the MODELL Program Manual.
A Agree. You agree more than you disagree with the statement as it applies to the MODELL Program Manual.
D Disagree. You disagree more than you agree with the statement as it applies to the MODELL Program Manual.
SD Strongly Disagree. You strongly disagree with the statement as it applies to the MODELL Program Manual.

		NA	SA	A	D	SD
1.	The level of activities were appropriate for grades K-3.	O	13	3	O	O
2.	The children enjoyed the learning activity.	O	14	2	O	O
3.	The activity fostered social interaction.	O	8	8	O	O
4.	The use of instruments was highly motivational.	O	16	O	O	O
5.	The instruments were a valuable adjunct to the program.	O	13	3	O	O
6.	The manual provided sufficient visual aids.	O	4	4	7	1
7.	The tape was effective in implementing the activity.	1	5	9	1	O
8.	The activity fostered improvement in auditory processing skills.	O	14	2	O	O
9.	The activity fostered improvement in visual processing skills.	O	5	10	1	O
10.	The activity fostered growth in vocabulary and conceptual skills.	O	10	4	2	O
11.	The organization of the manual facilitated ease in teaching.	O	12	4	O	O
12.	The layout of the lesson plans facilitated teaching.	O	11	5	O	O
13.	The lesson plans encouraged adaption and allowed for teacher creativity.	O	14	1	1	O
14.	The lesson plans provided sufficient variety of activities.	O	10	6	O	O
15.	The stated objectives on the lesson plans were appropriate.	O	14	2	O	O
16.	The instructions for the informal pre and post test were adequate.	O	1	7	7	1
17.	The content and scope of the informal test was appropriate.	O	1	12	3	O

The results of this questionnaire overwhelming support the assumption of the project director that the materials contained in the curriculum guide are a very valuable addition to the exceptional student curriculum. Teachers only disagree on the amount of supportive visual material and the clarity of the instructions given the teachers for the Penn Informal test.

Results of the investigation revealed the possibility that another battery of tests similar to the Detroit Test be used in a future study. Improvement of the instructions for the informal tests should be restudied and clarified in areas of indecission. A study in the future should consider the administration of the battery of tests after a designated lapse of time so that the retention rate could be evaluated. It should be noted that students (3 or 4) who participated in both studies were found to have a very high rate of retention.

ACKNOWLEDGEMENTS

The Project Director, Diane Penn, acknowledges with sincere appreciation the following people:

A special tribute is given in the dedication of this book to Doris Sanders, Director of Exceptional Student Education, Polk County Schools, from 1970-1982 for her vision, dedication and support of new and innovative ideas to enhance the learning capabilities of exceptional children.

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Exceptional Student Education

Illustrator

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Additionally, appreciation is extended to Betty Todd, Principal, F.E. Brigham Elementary, Winter Haven, Florida, Richard Spalding, Professor of Music, University of Louisville, Louisville, Kentucky and to Dr. Bennett Penn, Professor of Music, Florida Southern College.

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USER'S GUIDE

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TEACHER DIRECTIONS

The poems, rhymes, songs, and stories in this manual are written as activities which may be used by Exceptional Student Education teachers. If an activity is too long for one session, use part of the activity one day and the other part the next day, or break it down to three or four days. After the activity is completed repeat the poem, story or song in about two weeks to see how much the students have retained. There is no RIGHT way to do most of these activities. Just have fun, and the students will have fun while learning. A positive encouraging attitude toward each child is essential.

Suggestions - when the lesson plan calls for a physical activity which a child cannot do, be adaptable. Allow the child to move some part of the body which he can move such as a finger, or nod the head.

During any of the songs, poems stories or activities, if a student appears to be having trouble with a word, allow the student to clap the syllables and say the word at the same time. If students are having trouble with the rhythm or pulse, allow them to move their bodies in some manner until they feel the rhythm.

A tape of the songs is provided. You may use this to learn the songs or play the song if you don't feel comfortable singing. We suggest singing in a low key or speaking pitch when working with exceptional children. Children with short attention spans and developmental problems are distracted by the higher pitch or "pretty" singing tone, and thus do not attend to the content. The student's proper pitch or singing performance is not the objective while working with these activities. The objective is to provide a learning experience while having fun.

Each activity has been set in a sequence of steps. This is to enable you or your aide to sequence steps. Example: On first day do steps 1 and 2. On the next day (no longer), do 3 and 4, next day etc. until you finish the activity. We suggest repeating the steps completed on previous days for content and retention. These usually will go fast if the learning experience has been what it should have been on the previous days.

If not, ☺ start over slowly!!

Structure is essential for success. The majority of exceptional children find security in a structured approach. Structure should not be interpreted as being noncreative or inflexible. Structural suggestions:

1) Basic courteous sitting or standing and participation behavior is expected at all times. The children will have a more difficult time learning to attend if others are allowed to distract or interrupt.

2) Have fun but do not allow the responses to become so disorganized as to affect the potential learning.

3) Encourage regular participation of all members. Many learn better by being active learners.

4) This activity time enhances learning and is a privilege. If a child is disruptive, he/she should be disciplined by removal, if necessary, to allow others the enjoyment and concentration.

5) Repeat the lesson plan until the class can do it well. This may take one session or it may take seven or eight sessions.

6) The instruments are to be used under supervision while using the lesson plans. Rules should be set for using the instruments. Example: If you are passing out the instruments to each student, explain that the rule is to leave them on the floor in front of them until the activity begins. If you want a particular sound to bring the children back to the circle, play that sound and explain to them that this will be our signal; "When you hear this sound (for instance a scratching sound on the drum), come back to the circle."

A POSITIVE ATTITUDE IS ESSENTIAL FOR SUCCESS WHEN WORKING ON THESE ACTIVITIES. Positive statements should be used at all times when working on the lesson plans. The following are some suggestions:

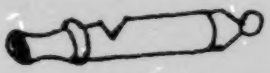
"Good listening."
"That was good, you were looking closely."
"Good boy/girl."
"Good for you."

NOTE: If a student is having trouble with visual and/or auditory memory encourage the student by saying, "You are trying hard. Look a little closer, or listen a little closer."

INSTRUMENT GLOSSARY

In using this manual, the teacher should be familiar with these instruments.

BOBBIE WHISTLE:



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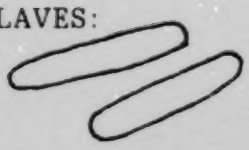

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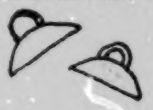
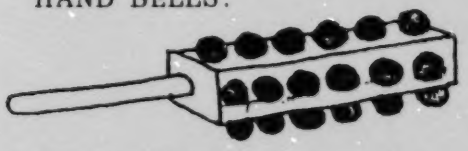


HAND CYMBALS:

HAND DRUM:

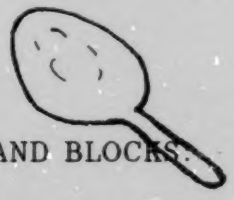
HAND BELLS:



JINGLE TAP:

LOOP BELLS:

MARACAS:



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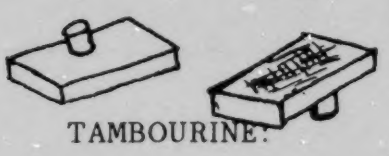

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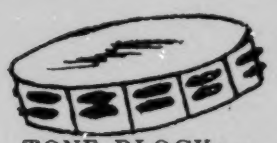

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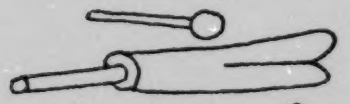

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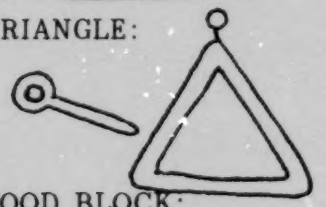

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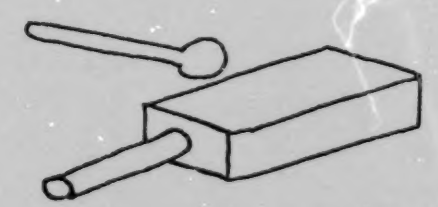

GLOSSARY OF TERMS

1) Auditory Attending - purposeful listening

2) Auditory Localization - identifying where the sound originates

3) Auditory Memory - recalling what you hear

4) Auditory Processing - organizing the information you hear to make the correct response

5) Auditory Reception - understanding what you hear

6) Crossing the Mid-line - manipulating the body freely from one side to the other

7) Figure Ground Discrimination - identifying the significant message or sound when surrounded by other sounds

8) Improvement in Creative Self-Expression - using imagination to express movements and ideas

9) Pragmatics - functional use of language for interpersonal communication

10) Prosody - melodic variations of pitch, intensity and juncture

11) Quantitative Concepts - understandng numerical terms

12) Rhythm, Stress, and Syllablication - movement of language and word emphasis, being able to repeat all syllables

13) Sequencing - recalling order

14) Spatial Concepts - the ability to interpret the location of an object in relation to the self

15) Syntax - formation of words within a sentence to express meaning

16) Visual Attending - purposeful looking

17) Visual Memory - recalling what you see

TAPE INSTRUCTIONS

The following list contains the name of the activities or songs in the order they appear on the cassett tape provided with the curriculum guide. This list should enable you to find the activity or song you need.

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SECTION ONE

Short or Breaktime Activities
Everyday Activities

SHORT OR BREAK-TIME ACTIVITIES

To Develop Auditory and Visual Attention

SPEECH GREETING (SING OR SAY)

1. "The sun is shining and I feel so good." (Have student repeat what you say.) OR
2. "It's raining today----but we don't care. We are inside and we can stay dry." (STUDENT REPEATS)

Examples are on the tape.

B E C R E A T I V E --- T R Y O T H E R S O F Y O U R O W N

ROLL CALL

1. Clap syllables and say name of each child. (They can echo clap their name back to you.)

T: "Is John-ny here?" OR T: "What is your job?"(student)

S: "John-ny is here." S: "My job is (Ex: " to study hard.")

Example is on the tape. *Source: Mary Keefer

DAYS OF THE WEEK

T: "What day is it?"

S: "It is Monday."
(Tune to "Alouette")

T: "How do you spell Mon-day, Mon-day, Mon-day?

"How do you spell Mon-day?

The second day of the week."

S & T: Clap & Spell "M-O-N-D-A-Y, Mon-day

M-O-N-D-A-Y, Mon-day

M-O-N-D-A-Y, Mon-day"

Repeat this activity in the same manner using the present month of the year. End the activity with everyone saying correct day and date.

Example: Today is Monday, January 1, 1982.

*Source: Shirley Faneuf

MONTHS OF THE YEAR

(Tune to "Farmer in the Dell")

There's 12 months in a year

There's 12 months in a year

Hi Ho the Derry-O

There's 12 months in a year

There's Jan-u-ar-y, Feb-ru-ar-y, March

A-pril - etc.

Hi Ho the Derry-O

There's 12 months in a year.

*Source: Shirley Faneuf

VISUAL MEMORY SHORT TIME PERIODS

1. Mirrored movement activities---intersperse these anytime the student's need to be active. See pre-post test for example.

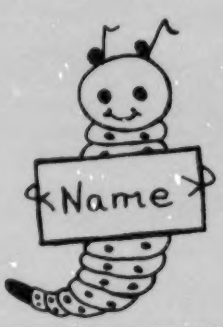
VISUAL AND AUDITORY SHORT TIME PERIODS

1. Mirrored movements and clapping patterns---just before or after lunch.
2. Instrument game - page 15.

AUDITORY MOTOR-ACTIVITIES

1. Student does jumping jacks while another student plays the drum. First slowly and gradually get faster. On first drum beat, child jumps out with hands over head. On second drum beat child jumps to original position.
2. Sit-ups in the same manner as in #1.
3. Statue game---choose instrument to be played for MOVEMENT. Choose another instrument to be played for STOP. On sound for stop, student freezes. On sound for go, student moves again.

LESSON PLAN

OBJECTIVE	MATERIALS	ACTIVITY
1) Visual Attending 2) Auditory Attending	No materials needed	1) My name is _____ (put in your name with proper syllables) 2) What is your name? 

TIME:

2 minutes

DIRECTIONS:

Make a positive statement after each child's attempt - no matter what they do - say something like: "Good job". or "I like the way you were looking at me."

1) Start discussion about echos-- what are they, what they do - demonstrate how one would sound. End discussion by saying, "Now you're going to get to be my echo". "All you have to do is repeat after me." "Instead of saying and clapping my name, you say and clap your own name." "Listen!"

2) Clap sentence (1) at top of page adding your name.

3) Clap the question (2).

4) Student responds with "My name is_____."

5) If a student is having trouble, clap and say the sentence and his name with him. You may have to help him clap too.

6) You may ask the question to each child or sit them in a circle, and have them ask each other until they get back to you.

LESSON PLAN

OBJECTIVE	MATERIALS	ACTIVITY
1) Auditory Memory 2) Vocabulary 3) Turn-Taking 4) Sequencing	No materials needed	Build - A - Sentence Example: "I live in (name of town) ."

TIME:

5 - 10 minutes.

DIRECTIONS:

This activity can be used with sentences made from words in a unit you are working on or with holiday words. This activity can be used many different ways.

1) Choose the same number of children as words in a sentence. Give the first child the word "I". Ask him to repeat it after you. The second child is given "live", but must repeat the first word so that he says, "I live". The third child says "I live in", and the fourth child says, "I live in (names town).

2) Continue by increasing the length of the sentence.

LESSON PLAN

OBJECTIVE	MATERIALS	ACTIVITY
1) Auditory Attending 2) Sequencing	No materials needed 	Rote learned sequences with which the children are familiar. Such as: 1) a, b, c, d, e, f 2) 1, 2, 3, 4, 5 3) Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday 4) January, February, etc.

TIME:

5 minutes

DIRECTIONS:

1) After you are sure the children know the correct sequence of one of the above, ask them to listen as you say them. Repeat the sequence you have chosen, but put one in the wrong place sometimes. Ex: a, b, d, c, e, f.

2) Ask the children "how many think it was right, how many think it was wrong". Ask a child "which one was out of place?"

LESSON PLAN

OBJECTIVE	MATERIALS	ACTIVITY
1) Auditory Discrimination 2) Rhythm 3) Gross Motor Development	Hand Drum	Beat drum while children: Walk, run, skip, etc.

TIME:

4 - 6 minutes

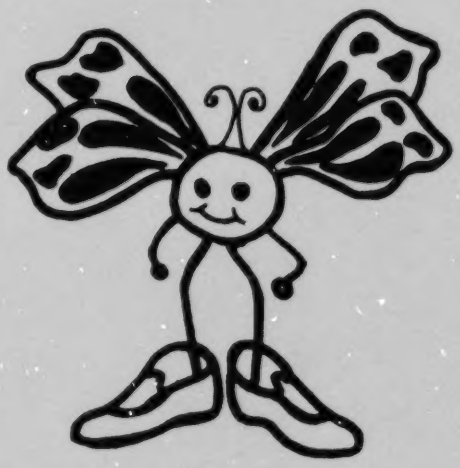
DIRECTIONS:

1) Beat the drum slowly. Each time you beat the drum the children should take a step. Increase the speed of the beat for different movements (walking fast, skipping, running, taking big steps "like a giant", etc.)

2) Let one of the children beat the drum while you move with the children in time to the beat of the drum.

LESSON PLAN

OBJECTIVE	MATERIALS	ACTIVITY
1) Auditory Reception 2) Yes-No Questions 3) Detroit Orientation	No materials needed	Yes - No Questions Questions at the bottom of page.



TIME:

3 - 5 minutes

DIRECTIONS:

Tell the children you are going to ask them questions to which they will answer "yes" or "no". You may ask them individually or you have them mark a paper as a group. They may mark ☺ and ☹ faces if they cannot read. Develop questions that become progressively more difficult. Begin with those below. For more advanced students you may want them to create the questions.

1) Do birds fly?
2) Do men shave?
3) Do matches burn?
4) Does popcorn pop?
5) Do you eat lemonade?
6) Do cats skip?
7) Does grass grow?
8) Do dishes talk?
9) Do books read?
10) Do bricks float?
11) Are you _____(child's name)_____?
12) Are you a boy?
13) Is your birthday _____(give date)_____?
14) Do you wear shoes?
15) Are you happy?

LESSON PLAN

OBJECTIVE	MATERIALS	ACTIVITY
1) Gross Motor Coordination 2) Auditory Attending 3) Rhythm	Hand Drum Tick Tock Block	Jumping Jack Activity with Drum

TIME:

5 minutes

DIRECTIONS:

This activity can be used individually or with partners. Other activities can be used such as: rowing a boat, sawing a log, pushing a swing, throwing a ball, etc.

1) Choose a student to do some jumping jacks.

2) "Listen while I play the drum." Play the drum slowly. "Can you jump when you hear me play the drum?" "Remember, when I stop playing you stop, too."

3) Keep playing until the student is jumping as smoothly as you think he is able. Stop. "Listen again." This time play faster.

4) You can choose a student to play the drum while another student jumps.

5) It is fun to go fast, slow, fast, etc.

6) Use the tick tock block in another lesson to move your head or body like a clock (adaptation for preschool) or rock in pairs with hands clasped.

LESSON PLAN

OBJECTIVE

1) Auditory Attending

2) Auditory Memory

MATERIALS

2 Triangles

POEM

Riddley riddley ree,
play what I play
after me. (or)

Riddley riddley ree,
say what I say after me. (or)

Riddley riddley ree,
do what I do after me.

TIME:

5 - 10 minutes

DIRECTIONS:

Discuss being a "sound-echo" instead of a "speaking-echo" during this activity. Give one student a triangle. The teacher plays the other one. On another day, one student could play a pattern for another student to echo. The poem is to be used at the beginning of activity or when the student's attention is wandering.

1) Teacher says poem.

2) Play 1, 2, 3, 4, 5 or more times on the triangle. The number of times you play the triangle should depend upon the age and attention span of each child. Start with short patterns and increase the difficulty each time this activity is used.

3) Student repeats the pattern played to him.

4) Give a positive statement, a hug, or a pat on the head.

5) Adaptations: "Sing what I sing after me" or "say what I say after me".

LESSON PLAN

OBJECTIVE	MATERIALS	ACTIVITY
1) Rhythm 2) Gross Motor Coordination	Ball (size that is best for your children) Drum	Drum beats while child bounces the ball.

TIME:

3 - 7 minutes

DIRECTIONS:

1) Teacher beats the drum. One child bounces the ball to the beat of the drum.

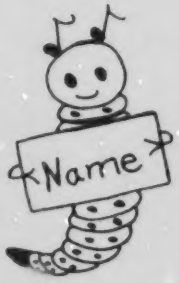
2) A student can beat the drum while the teacher bounces the ball to each student in the group. Try and keep the ball bouncing with the beat of the drum.

3) This can also be done with each child playing an instrument to the drum beat.

SECTION TWO

Developmental Activities

LESSON PLAN

OBJECTIVE	MATERIALS	ACTIVITY
1) Auditory Attending 2) Visual Attending 3) Self-Control 4) Pragmatics-Turn Taking	As many instruments as students. (If you don't have enough, use anything that makes a sound.)	My name is (teacher's name) What is your name? Student: My name is (student's name) 

TIME:

4 - 8 minutes

DIRECTIONS:

This is a very good activity for very young or very inattentive children. Put all the instruments in the middle of a sitting circle.

1) "Today, if you try hard to clap and say your name correctly and you watch me, you may choose one of the instruments to play."

2) "We have a rule to follow." "After you choose an instrument, you must leave it on the floor in front of you until everyone has clapped and said their name." "Then we will all play."

3) Say the sentence at the top of the page to the first child only. After that just ask the question to each child. Make sure they are really attending, if not skip that child saying, "I'll come back to you when you are watching me."

4) After everyone has clapped and said his name, say, "Now it is time for you to play." "Hold your instrument but look at me." "Watch my hand (or stick)." "When I move my hand fast, you play fast." "When I move it slow, you play slow." "When my hand is in my lap you stop."

5) "Watch" --- move hand from slow to fast, like a conductor, then put it in your lap. Do this different ways different times. If a child does not watch warn him that you might take his instrument if he doesn't look at your hand. After a warning, if inattention continues remove the instrument.

6) Another day you could have a student be the "conductor of the orchestra".

LESSON PLAN

OBJECTIVE	MATERIALS	ACTIVITY
1) Auditory Processsing	Hand Drum	Clap and spell each letter in your name. When you have finished; Say your first name and jump! Say your first name and jump! Say your first name and jump! EX: J - O - H - N, John! John! John! *Source: Grace Nash

TIME:

7 - 10 minutes

DIRECTIONS:

Steps (1) and (2) can be used on one day and (3) and (4) another or you can use all the steps at the same time.

1) Read the activity direction. "Raise your hand if you think you can do what I just read." If not, read directions again and give an example using your name.

2) Let each student have a turn.

3) Choose a student to do the activity again. This time play the drum while the child claps and spells his name, play it again each time he jumps and says his name. Give each child a turn.

4) Repeat step (3) giving a student a chance to play the drum while another student spells, claps, and jumps his name.

LESSON PLAN

OBJECTIVE

1) Improvement in Creative Self-Expression

2) Quantitative Concepts

MATERIALS

Instruments for Children to choose from

ACTIVITY-POEM

"Choose a number less than eight

And do that number as you state:"

Example:

My number is 4;
Four times I clap,
(clap_ _ _ _ _)

Four steps I take, (step 4 times)
Four times I nod,
Four times I wave.

(Each player makes up his own actions)

*Source: Grace Nash

TIME:

5 - 10 minutes

DIRECTIONS:

1) Discuss what "less than" means and what the word "state" means in the direction.

2) After teacher asks, "Which numbers are less than eight", each child should have an opportunity to provide an answer to reinforce the concept of "less than".

3) "Is 4 less than 8?" After response, "Listen to one way to do what the direction says." Say and do the example at the top of page.

4) After children have become successful in following directions, you can use instruments in the activity.

Example: My number is 3:
Three times I play the triangle (play triangle 3 times). Three times I walk backwards. Three times I pat my head.

Adaptation: Do the numbers in sequence and then do them out of sequence.

LESSON PLAN

OBJECTIVE	MATERIALS	ACTIVITY
1) Auditory Discrimination 2) Opposites: loud & soft fast & slow 3) Quantitative 4) Following Directions	Triangle, Drum, Bell Wood Block, Bobbie Whistle. (any other instrument you may have)	Children play the different instruments after the teacher gives them a verbal direction.

TIME:

4 - 10 minutes

DIRECTIONS:

Discuss concepts of loud and soft, fast and slow.

1) Distribute the instruments to the children.

2) Give each one a verbal direction to follow using his instrument.

Ex: Play the triangle loudly - softly.

Play the bells softly - loudly.

Beat the drum three times.

Stand up, blow the whistle, sit down.

LESSON PLAN

OBJECTIVE	MATERIALS	ACTIVITY
1) Auditory discrimination 2) Auditory Localization	Drum, Triangle any instrument of your choice. Blindfold	Choose a child to be "it". Another child is chosen to play an instrument. Choose four places in the room where an instrument can be played.

TIME:

5 - 10 minutes

DIRECTIONS:

Before blindfolding, practice the whole group closing their eyes in trying to locate sounds.

1) Play an instrument in the four places in the room that have been chosen. Ask the children to listen carefully to how they sound when you play them in the different places.

2) The child who is "it" is blindfolded and the child who is to play an instrument goes quietly to one of the four places where the instruments are to be played. After the child plays the instrument, the child who is "it" names the instrument being played and the location (corner, behind desk, etc.).

   Adaptation: Add the concepts of "near" and "far". Explain the concepts. Then the child playing the instrument plays near-to or far-from the child who is "it".

LESSON PLAN

OBJECTIVE	MATERIALS	ACTIVITY-POEM
1) Auditory Localization	Small Bell (small enough to fit in a child's hand)	Who Has the Bell? Who has the bell? Listen! Can you tell? Is it Sally or Tommy or Becky or Sammy? Who has the bell? Quickly! Can you tell? (Substitute names of children in your class when using the poem.) *Source: Rhonda Work

TIME:

4 - 10 minutes

DIRECTIONS:

Explain to the children that the bell is to be hidden - ("keep it a secret").

1) Seat the children in a circle. One child leaves the room.

2) Give a small bell (one that fits the hand when a fist is made) to one of the remaining children.

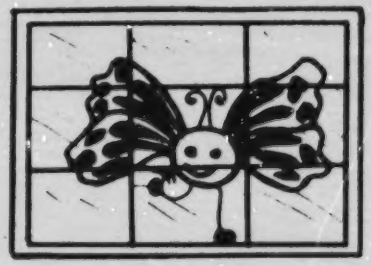
3) Ask the child outside to come in and stand inside the circle.

4) All the children in the circle stand up and shake their fists behind their back.

5) The child who has returned must name the child who has the bell.

LESSON PLAN

OBJECTIVE	MATERIALS	ACTIVITY
1) Auditory Association 2) Auditory Memory 3) Rhythm Stress & Syllabication	No materials needed	Speech Application Any group of words in a category Example: Things in the classroom w̄in̄d̄ow - gl̄as̄s c̄or̄n̄er̄ - fl̄ōōr̄ c̄eil̄in̄g - l̄igh̄ts d̄es̄k - d̄ōor̄



TIME:

4 - 10 minutes

DIRECTIONS:

1) Discuss some words that go together. Say a word and ask the children to give you a word to go with it. Such as: sugar - white, brown or sweet.

2) Give them a category and let them give you some words in that category.

3) Clap the syllables of the words, then stamp these syllables with the feet.

4) After the children remember the words, get a movement to go with each word. Say the words again using the movements for each word as it is said.

5) Instruments can be used for another variation. Also could be used with opposites or rhyming words.

Adaptation: Add: hit thighs (2x), clap (2x), snap (2x), and then give response. Like the game "Categories". Encourages timed retrieval.

LESSON PLAN

OBJECTIVE	MATERIALS	ACTIVITY
1) Practice in Crossing the Mid-line 2) Awareness of different parts of the body 3) Auditory, Visual Sequential Memory	No materials needed 	Verse Head, shoulders, hips, toes, Knees, knees, knees, knees. Head, shoulders, hips, toes, Turn around and touch your nose. *Source: Grace Nash

TIME:

5 - 12 minutes

DIRECTIONS:

This activity should be done in a standing circle.

1) Teacher demonstrates verse and movements.

2) "Say and do exactly what I do".

3) Repeating the verse - Touch - head, shoulders, hips, toes. When coming up from touching toes, hands should be crossed before touching and saying knees each time. Check to make sure all the students are crossing their hands when they touch their knees. If some are having trouble, help them.

4) Repeat verse three or more times, changing the last word "nose" to another body part (eyes, ear, elbow, etc.). The last time you repeat the verse, continue the last line to include all the body parts you used on the line previously. Ex: "Touch your nose, touch your eyes, touch your elbow." Ask the students to help you remember what you touched after nose.

LESSON PLAN

OBJECTIVE	MATERIALS	ACTIVITY-SONG
1) Gross motor development 2) Awareness of body parts 3) Visual & Auditory Memory	No materials needed	(Tune to "There's A Tavern in the Town".) Head and shoulders, knees and toes, Knees and toes. Head and shoulders, knees and toes, Knees and toes. Head and shoulders, knees and toes, Head and shoulders, knees and toes. Knees and toes.

TIME:

3 - 6 minutes

DIRECTIONS:

Use a standing circle for this activity.

1) "I'm going to sing a song. Watch me first to see what we will do and we will see if you can touch the parts of your body that I am going to sing about.

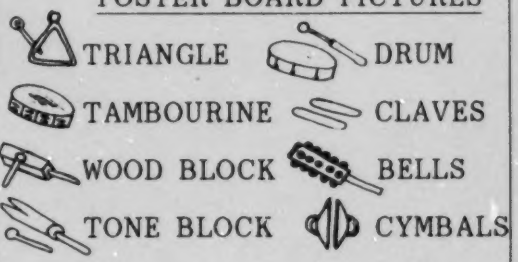
2) Sing the song touching all your body parts as you sing.

3) "Now see if you can sing with me while you touch the parts of your body we are singing about.

4) Sing very slowly the first few times. It is fun to sing this very fast after the children know the song well. Another version is to eliminate the singing of one body part at a time-only do the actions. Ex: Touch the head, don't say "head". Proceed to shoulders building as you go, so at the song's end, no words are spoken only actions.

Adaptations: Do this fast and slow.
Do it with no words.
Drop words and point only.
Do this with "Head and eyes, ears and nose."

LESSON PLAN

OBJECTIVE	MATERIALS	ACTIVITY
1) Visual discrimination 2) Following directions 3) Visual attending 4) Vocabulary	Triangle, Tambourine, Wood Block, Claves (wood sticks), Tone block, Cymbals, Bells, Drum, Pointing Poster board with pictures of all instruments drawn on it (example shown on box or 3 instruments could be drawn on the chalk board or cut out and pasted from a school supply catalog)	POSTER BOARD PICTURES  Make five or six rows of pictures alternating pictures enabling you to point parallel, diagonally and horizontally.

TIME:

3 - 12 minutes

DIRECTIONS:

1) Give the instruments out to the students. Discuss what an orchestra is --who the conductor is and what he does. Discuss that the people who play in an orchestra must watch the conductor's "baton" (explain what a baton is) at all times. May be helpful to have a picture of an orchestra - conductor, etc.

2) Explain that they are going to be members of an orchestra and you are going to be the conductor. When you point to the picture of their instrument they are to play that instrument as long as you have your "conducting stick" or "baton" on their picture.

3) Point to the pictures one at a time or two at a time. Point to the pictures in a parallel line, diagonal line, and horizontal line. If the student is not attending they lose their turn. At the end of the activity point to all the pictures so everyone plays at once. When your "baton" is down they stop.

4) Choose different students to be the conductor. A variation may be to listen to a recorded concert piece and have students join in as you point to their instruments.

Adaptation: With older students, use student to conduct and collect instruments. At the end he would say "May I have the _____."

LESSON PLAN

OBJECTIVE

1) Auditory Attending

2) Turn taking

3) Following Directions

5) Recognition of the Different kinds of Instruments

6) Vocabulary

MATERIALS

One instrument for each child

ACTIVITY-SONG

Instrument Song
(Tune to: "Farmer In The Dell")

A.1) The drum chooses the (name of instrument the child points to)
(Ex: triangle)
The drum chooses the triangle.
Hi Ho the Derry-O
The drum chooses the triangle.

2) The triangle chooses the (instrument's name), etc. until all the children have been chosen.

B.1) The drum goes away
The drum goes away
Hi Ho the Derry-O

2) The triangle goes away
(Continue in order the children were chosen until the last one stands alone.
The _____ stands alone
Hi Ho the Derry-O
The _____ stands alone.

TIME:

10 - 20 minutes

DIRECTIONS:

1) Ask the children to listen to the original version of the "Farmer in the Dell".

2) Tell them you are going to change the words and use the name of instruments instead of people.

3) Let one child at a time choose an instrument. Choose a child to be the "Farmer" but use the name of their instrument instead. Continue by following the directions in the activity song.

Adaptation: Concept of "middle". Sing "The drum is in the middle" etc.

LESSON PLAN

OBJECTIVE	MATERIALS	ACTIVITY
1) Auditory Discrimination (figure ground)	Drum, Wood Block, Bells Triangle, Finger Cymbals, Tambourine.	Hidden Sound Game This is a figure ground listening game to develop the ability to discriminate a specific sound from a background of sounds.

TIME:

5 - 10 minutes

DIRECTIONS:

1) Play all the instruments one at a time. Review the names of the instruments.

2) Distribute the instruments to the children and play all of them at the same time.

3) Ask one child if they can hear the triangle among the other instruments. Take the child to another part of the room with his back to the instruments.

4) Have one child play the triangle again & tell the child to listen for this sound when all the instruments are playing. Explain that the triangle will not always be playing when the other instruments are playing and he is to raise his hand above his head every time he hears the triangle being played.

5) Have the children play all the instruments except the child with the triangle. After they have played a few seconds point to the child with the triangle for him to play with the rest of the children. If the student who is listening raises his hand let him choose another student to be the listener or try again. If not successful, you may need to eliminate some of the background sounds.

6) You can change instruments and also have the instrument being "listened for" be played off and on several times. Complexity will depend on the age and ability of the group.

LESSON PLAN

OBJECTIVE	MATERIALS	ACTIVITY
1) Auditory Attending 2) Gross Motor Development 3) Rhythm 4) Auditory Discrimination	Tamborine Hand drum	Listening Game Children close eyes and listen. If tambourine is played, children clap in rhythm of tambourine. If drum is played, children will move their feet to the drum beat. (Let different children play the instruments.) *Source: Diane Penn

TIME:

4 - 10 minutes

DIRECTIONS:

1) Children will all sit in a circle with the teacher in the center.

2) Teacher will demonstrate which movements will accompany each instruments.

3) Teacher tells students to close eyes and listen and perform movements appropriate to the instrument being played.

4) Each student can have a chance to play the instruments.

5) Now, have the children make the circle face outward with the instrument players in the center.

6) Additional instruments and corresponding movements may be added.

LESSON PLAN

OBJECTIVE	MATERIALS	ACTIVITY
1) Auditory Reception 2) Gross Motor 3) Rhythm 4) Turn Taking 5) Following Directions	Hand Drum	Touch each child. Give them a number #1 or #2. Teacher: "Turn around, do not touch, sit down where you are." "Ones" stand up and walk around number "twos" to the beat of the drum." Give them diferent ways to walk: up, down, low, on tip toe, etc., backwards - forward, to the corner. "When I make a rumble sound on the drum, go back to your place and sit." Now all the "twos" stand up and follow directions.

TIME:

3 - 7 minutes

DIRECTIONS:

1) Explain activity to children, tell them you are going to name each one a number 1 or 2 and they must remember their number.

2) Ask "ones" then "twos" to hold up their hands - (check to see if they remember).

3) Proceed with activity.

LESSON PLAN

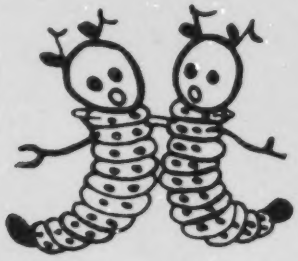
ACTIVITY-SONG

OBJECTIVE

1) Following Directions
2) Turn Taking
3) Self-Concept
4) Vocabulary

MATERIALS

Pictures of friends



FRIENDS
(Tune to: "Muffin Man")

1) O will you be a friend of mine
friend of mine
friend of mine.

O will you be a friend of mine,
and walk around with me.
(follow sequence below)
O will you be a friend of mine

2) Clap hands with me.

3) Stamp your feet with me.

4) Shake your hand with mine.

(Let children make up some.)

TIME:

5 - 8 minutes

DIRECTIONS:

1) Show the pictures of friends - discuss the pictures and the word "friends".

2) Sing the first verse of the song asking the children to join in if they know the tune. Sing the song several times until the children are familiar with the tune.

3) Choose someone to be "it". "It" walks around or skips around inside of the circle -chooses a partner and they follow the directions that are sung.

4) This can be used with everyone having a partner at one time, using two circles -partners facing each other.

LESSON PLAN

OBJECTIVE

1) Gross Motor Development

2) Spatial Concepts
Up is the same as High.
Down is the same as Low.
Halfway up is like middle.

MATERIALS

Hand Drum, Triangle
Cymbals

ACTIVITY - POEM

UP AND DOWN

When I'm up, I'm up (stand up)
(play triangle)
When I'm down, I'm down
(sit down) (play drum)

But when I'm only half-way up
(half-sitting) (play cymbals)

I'm neither UP (stand up)
(triangle)
nor DOWN. (sit down) (drum)

*Source: Grace Nash

TIME:

5 - 10 minutes

DIRECTIONS:

Children and teacher should be seated in chairs in a circle.

1) Ask the children to be your echo and follow you. Say the poem with proper actions, slowly - one line at a time.

2) Discuss words ""up", "down" and "halfway", bringing out the fact that up and high, down and low, half and middle mean the same. Explain that a high sound is also considered up, low is considered down and half is considered a middle sound (somewhere in between a high and a low sound). Play the instruments as you explain the sound relationships - (High & Up - Triangle) (Low & Down - Drum) (Middle & Half - Cymbals).

3) Ask some questions to see how much they have retained from above discussion. Ex: (Stand up) "Am I down or up? High or low? Which instrument should we play on word up?" Continue in this manner until the three instruments have been chosen.

4) Say and do the poem again with the children who have the instruments playing at the correct time.

LESSON PLAN

OBJECTIVE

1) Auditory Memory

2) Opposites Concepts high and low

MATERIALS

High Instruments:
Soprano Glockenspiel
Finger Cymbals,
Triangle, Belis
Low Instruments:
Alto Xylophone
Hand Drum

POEM

Clap your hands
way up high!

Clap your hands
near the sky!

Touch your fingers
way down low,

Keep them down there
low, low, low.

High! Low!

High! Low!

High! Low!

Ho! Ho! Ho!

(on Ho, Ho, Ho stand and clap)
*Source: Grace Nash

TIME:

5 - 12 minutes

DIRECTIONS:

Put the instruments out so that the students can choose sounds to play for high and low. Play each instrument and discuss which instruments have a high sound and which ones have a low sound.

1) Have the children form a circle.

2) "Look at me and do what I do". Say the poem, with appropriate motions several times.

3) "Can you think of some other motions to do up high and down low?" Example: Wiggle fingers, wave arms, snap fingers, shake head (high and low as in poem).

4) Ask a student to choose an instrument with a high sound, another to choose an instrument with a low sound. Have them play the instruments on the appropriate word.

LESSON PLAN

OBJECTIVE

1) Attention to Rhythm Stress & Rhyme

2) Development & Expansion of Creative Self-Expression

3) Improvement in Sequential Visual Memory

4) Quantitative Concepts

MATERIALS

1) Rhythm stick for each child

POEM

1 - 2 tie my shoe

3 - 4 shut the door

5 - 6 pick up sticks

7 - 8 lay them straight

9 - 10 big fat hen

TIME:

6 - 8 minutes

DIRECTIONS:

Discuss rhyming words.

1) Say one line of the poem at a time. Students should echo you. Continue until you have finished the poem.

2) Give each child a rhythm stick. Say the poem again. On the first line you do something with the stick on the word "shoe"! Ex: knock the stick on the bottom of your shoe 2 times. On the next line on word "door" the child next to you chooses a motion to do with his stick.

3) Go around the circle until you have finished the poem and have a motion for last word of each line.

4) Repeat the poem again using all the motions that were used.

5) If you did not get all around the circle, start again where you left off.

6) You can think of other ideas to do with this.

LESSON PLAN

OBJECTIVE

1) Auditory Attending

2) Quantitative Concepts

MATERIALS

5 leaves each with a number (1-5)

A whistle

Optional - felt leaves & felt board

POEM

One little leaf,

Two little leaves,

Three little leaves today.

Four little leaves,

Five little leaves,

Blow them - - - - - away.
(Blow whistle)

TIME:

5 - 10 minutes

DIRECTIONS:

1) Say the poem and as you say it, hold up the leaf with the correct number on it.

2) Say the poem again (holding each leaf up) having the children echo you after each line.

3) Put the leaves in front of you. "I am going to point to the people who are really trying to say the words. "If I point to you, choose the leaf with the number we are saying."

4) Point to one child and say the first line. That child chooses a leaf and stands in the middle of the circle. Continue in this manner until the five leaves are standing.

5) When you hear the sound of the whistle, (not before), let your leaf drop out of your hand.

6) Choose a child to play the whistle. When the whistle blows, the children with the five leaves let them fall.

Note: You may want to use felt leaves and felt board.

LESSON PLAN

OBJECTIVE	MATERIALS	ACTIVITY
1) Auditory Attending 2) Self-Concept and/or Creative Ability	Hand Drum, Jack-in-the-box	I AM A JACK-IN-THE-BOX I am a Jack-in-the-box I am all closed up tight I wonder when someone will come and open my box. (Wait a few seconds then hit the drum.) Children pop up at the sound of the drum. (If you would rather speak than sing, change "when" to "if" and add "tonight". *Source: Diane Penn

TIME:

5 - 15 minutes

DIRECTIONS:

Discuss what type of "things" are in a jack-in-the-box. It would be fun to get an oven box, paint and decorate it, and actually take turns jumping out of the box.

1) Show the children a Jack-in-the-box and discuss other kinds. Call attention to how small the "thing" inside is when the lid is down.

2) Sing the song. Sing it again with children echoing you after each line.

3) Ask, "Do you think you can make your body get small enough to get in a box? Let's pretend we are in a Jack-in-the-box with the lid closed." Go slowly down to the floor as all of you sing the song. Get into a crouching position, hands over head and head down.

4) The children should stay like this until they hear the sound of the drum. At the sound of the drum they pop up out of the box.

5) Ask several children to demonstrate what they are pretending to be. Ex: Toy soldier, ballerina, etc.

6) Let a child play the drum at the appropriate time while everyone sings and goes back in their box.

LESSON PLAN

OBJECTIVE	MATERIALS	ACTIVITY-POEM
1) Auditory Memory 2) Rhythm 3) Syllabication 4) Gross Motor Development	Wood Block, Hand Drum, Bells or Autoharp, Cymbals or Finger Cymbals	APPLE TREE Way up high in the Āp-ple Trēe. (put hands up high) Two little āp-ples smiled at me. (smile) I shook that trēe as hard as I could (act like your shaking a tree) Down came the āp-ples, Umm (rub stomach) they were gōōd!

TIME:

5 - 15 minutes

DIRECTIONS:

1) Say the poem using the motions given, clapping on words with lines over them.

2) Say the poem again with children echoing you after each line.

3) Practice till clapping and motions are fairly good.

4) Help the children choose an instrument for each clapped word by discussion and questions about: apples and what tree trunks are made of, etc.

5) Have the whole class continue the motion and saying the poem while certain students play instruments on their word.

Ex: āp-ple trēe - drum

dōwn - autoharp or bells (played from high to low)

gōōd - cymbals

LESSON PLAN

OBJECTIVE	MATERIALS
1) Development of Auditory Attending 2) Prosody	Tone block, Triangle

POEM

Hickory, Dickory, Dock

Hick-or-y, dick-or-y, dock!

The mouse ran up the clock

The clock struck one!

The mouse ran down.

Hick-or-y, dick-or-y, dock!

TIME:

7 - 10 minutes

DIRECTIONS:

1) Ask the children to listen while you play the tone block and triangle. Ask them to try and remember the two sounds while you say the poem.

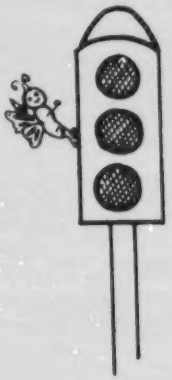
2) Say the poem slowly clapping on syllables or words with the line over them. After you have finished, ask the children to raise their hand if they can tell you which one of the instruments you played for them would have the best sound to use on the words (clap as you say it) Hick-or-y, dick-or-y, dock. Hopefully they will say the tone block because it sounds like a clock. Ask which one would be good to play "when the clock strikes one." The triangle would be the best sound.

3) Say and clap poem one line at a time having the children echo after each line.

4) After the children know the poem well, say the poem with the children playing the instruments on the clapped words/syllables. Ex: On the word Hick-or-y the child should play the tone block 3 times, the same on dick-or-y and play once on dock.

LESSON PLAN

OBJECTIVE	MATERIALS	ACTIVITY
1) Auditory & Visual Attending 2) Safety 3) Rhythm, Stress & Syllabication	Hand drum Bells Green and red construction paper circles to represent stoplight signals.	"Stop" says the red light "Go" says the green light Do what they say whenever the signs are seen. "Stop" "Go" "Stop" "Go"



TIME:

5 - 10 minutes

DIRECTIONS:

1) Tell the children to listen closely while you say the poem because you are going to ask them some questions about the poem.

2) Say the poem then ask, "What does the red light say?" "What does the green light say?"

3) Say the poem again this time play the hand drum as you say the word "Stop". Play the bells as you say the word "Go".

4) Ask the children which instrument was played on the word "Stop" and which one on "Go". Say the poem asking the children to echo you after each line.

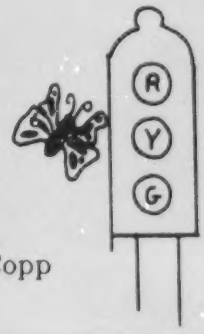
5) Say the poem again while the children stop on word and sound of drum on "stop". Tell them to move on the word "go" when the bells play.

6) Do this several times. At this point you can have one child play the drum and another the bells while the rest do the movements.

7) If you are trying to teach colors you can hold up the red construction paper on "stop" and the green paper on "go".

LESSON PLAN

OBJECTIVE	MATERIALS	ACTIVITY
1) Auditory Attention 2) Rhythm 3) Colors 4) Knowledge of safety rules	Teacher Made Traffic Light (piece of cardboard or construction paper with circles on it) Pictures from books with traffic lights	Traffic Light Red means Stop Green means Go Yel-low means Watch Out You better go slow. *Source: Jacki Copp



TIME:

3-5 minutes

DIRECTIONS:

1) Show traffic light and ask if they have ever seen one. Talk about where we have seen them.

2) Read the poem, have them listen.

3) Clap on colors. Ask what words you clapped on.

4) Have them listen again. See if they can fill in the blanks.

Red means _____
Green means _____
etc.

Use hands to gesture slow (downward motion).

Instruments can be used for Stop, Go, Slow Down.
Also can be carried further with signs - yellow signs - Slow Down
red signs - Stop - Don't Go
green signs - Go.

LESSON PLAN

OBJECTIVE	MATERIALS
1) Auditory Attending 2) Gross Motor Development	Hand drum, Maracas

POEM

"BEES"

When bees stay at home,
the rain will soon come.
When bees fly away
it will be a fine day.

TIME:

4 - 8 minutes

DIRECTIONS:

1) Say the poem and then discuss bees and their behaviors.

2) Teacher will say the poem again with children echoing.

3) Choose two or three children to be the bees. Choose a child to play the maracas on the word "rain" and another to play the drum on the words "fly away".

4) As some say the poem, the children who are the bees fly away on those words and the children play the instruments on the appropriate word.

LESSON PLAN

OBJECTIVE

1) Visual Attending
2) Auditory Attending
3) Gross Motor Development
4) Following Directions

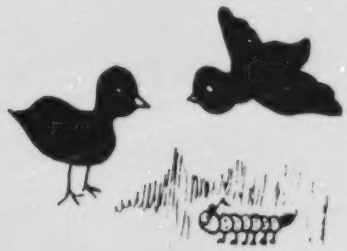
MATERIALS

Hand Drum, Autoharp, or (any instrument the children might choose)

(little stickers to represent Jack & Jill)

POEM

"Two little blackbirds sitting
on the hill
One named Jack and the other
named Jill.
Fly away Jack and fly away
Jill
Come back Jack, come back Jill
Two little blackbirds sitting
on the hill
One named Jack and the other
named Jill."



TIME:

5 - 8 minutes

DIRECTIONS:

If you have students who have a very short attention span it is fun to get their attention by putting a black "x" on the inside of one index finger and a black "y" on the inside of the other index finger and as you say the poem hold up the two fingers (one named Jack and one named Jill). When they fly away put your fingers behind your back and turn them around. When they come back, hold up the side of the finger without the black "x". The children really attend when you do this.

1) Say the poem slowly (using the method in directions if desired).

2) Say the poem again this time substituting the names of two children for Jack and Jill.

3) Have the children whose name you called stand next to each other. "I'm going to say the poem again and you listen and do what the poem says to do." Students should actually portray the birds and "fly" to another part of the room at the appropriate time.

4) Choose a child to play an instrument on words "fly away" and another to play on words "come back".

Adaptation: Do with fists togeher (hill), draw on thumbs, fly away behind back.

LESSON PLAN

OBJECTIVE

1) Auditory Memory
2) Spatial Concepts Up-Down Out-In
3) Gross Motor
4) Following Directions

MATERIALS

Triangle, Large Hand Drum, Tambourine, Wood Block

ACTIVITY

VERSE

"Reach - Up to the sky,

Reach - Down to the ground,

Reach - Out to the front,

Pull - In to your tummy."

*Source: Grace Nash

TIME:

10 - 12 minutes

DIRECTIONS:

This can be a short activity using only the first and second steps or you can use all the steps.

1) "Riddley, riddley ree, say and do what I do after me." Say the above, giving the children a chance to echo you and do the porper motion after each line.

2) "After we say and do this verse again, I will play the drum. While I am playing, tiptoe to another part of the room. When the drum stops, you stop and we will say the verse again." Repeat in this manner giving different directions each time (walk, run, walk down low, etc).

3) Discuss "up" being high and the fact that there are high sounds. Play the triangle for an example of a high sound. Discuss word low and play the hand drum as an example of a low sound. Let the children choose the sound for out and in (tambourine and/or wood block).

4) Say the verse again using an instrument for each direction up (triangle plays), down (hand drum), out (tambourine or wood block, children's choice), in (children's choice).

5) Ask the children to give you another word for sky, but would still be up (synonym) Ex: roof, (floor for ground) (wall for out) (shoulders for tummy).

LESSON PLAN

OBJECTIVE	MATERIALS	ACTIVITY
1) Spatial Concepts 2) Following Directions	Large pictures of a circle, square, triangle, rectangle Can be made with masking tape on the floor.	"Walk on the circle, Walk on the square, Walk on the triangle(or rectangle) Draw one in the air." Variation: Walk to the middle (or center) of the circle, etc.
3) Vocabulary Development	Instruments with these shapes (choices are many- for circle, use all or one which ever you prefer.)	*Source: Diane Penn

TIME:

5 - 15 minutes

DIRECTIONS:

1) Put large pictures or make shapes with masking tape of a circle, square rectangle and triangle on the floor.

2) Choose a child to follow the directions as you say them.

3) After you have done the above several times put the instruments with these shapes on the floor. Discuss which ones are shaped like a circle, etc.

4) Decide on the instruments to be played for each shape. As you say the poem again - one child should follow the directions - when you say circle - child who has the instrument shaped like a circle should play it as the child walks around.

LESSON PLAN

OBJECTIVE	MATERIALS	ACTIVITY
1) Gross Motor Development 2) Auditory Attending 3) Visual Association 4) Creative Motoric Expression 5) Auditory Association	Autoharp or drum or piano - or any other instruments. Overhead projector with picture of different animals on the transparencies.	Pictures of different animals are shown on the over head projector. (or with large pictures). The children pretend to be the animal shown.

TIME:

5 - 10 minutes

DIRECTIONS:

1) Discuss how different animals move. Have the children move like animals. Help them with the movements if they have problems.

2) Show the different pictures on the overhead projector and play music on the drum, autoharp, piano appropriate for the animal shown. Example: rabbit - short beats on the drum to hop by, elephant - low slow chords on piano or auto-harp to move by, etc.

3) Another variation is for each animal to have its own sound. Example - Beaver - wood block, Kangaroo - drum, etc. When the picture is shown the child with the sound for that animal plays his appropriate instrument.

LESSON PLAN

OBJECTIVE

1) Auditory Memory

2) Rhythm Stress & Syllabication

3) Recognition of Word Junctures

MATERIALS

Hand Drum

POEM

To Market, To Market

To buy a fat pig

Home again, Home again

Jiggedy, Jig.

To Market, To Market

To buy a fat hog

Home again, Home again

Jiggedy, Jog.

TIME:

5 - 12 minutes

DIRECTIONS:

1) Say poem slowly clapping on words with a line over them (pig, jig, hog, jog).

2) Ask the students, "which words did I clap on?"

3) This activity should be done in a stand-up circle. Say first line of poem. Class echoes you after each line. Be sure they clap on the words you clapped on.

4) Ask the students, "watch me this time, say and do what I do." As you say each line stamp one foot instead of clapping on the words (pig, jig, hog, jog). Class echoes each line.

5) Have the drum in hand and say: "Walk with me now. Do what I do." On word "pig", play drum & stop. Start walking again. On "Home again" on "Jig" play drum and stop. Continue in same manner until you finish the poem.

6) Choose a student to play the drum this time and repeat poem, walking and stopping on same words.

7) A third verse using "To buy a plum bun", "market is done", can be added.

LESSON PLAN

OBJECTIVE

1) Vocabulary: Five Senses

2) Sequential Auditory Memory

3) Auditory Association

MATERIALS

5 different instruments

SONG

(Tune to "Farmer in the Dell")

1) I use my eyes to see

I use my eyes to see

Hi ho the Derry-o

I use my eyes to see.

(Additional verses use same sequence)

2) I use my ears to hear

3) I use my nose to smell

4) I use my mouth to taste (talk, sing, whistle, smile)

5) I use my hands to touch (point, clap, snap, wave)

TIME:

5 - 12 minutes

DIRECTIONS:

This is a good song and activity to use when you do a unit on the five senses.

1) Discuss the five senses, what they are, what they do, etc.

2) Have the children stand in a circle with you. Sing each line of the first verse. Clapping on the words with lines above them. Students should echo you after each line.

3) Continue in this manner until you finish the song.

4) Sing the song again with the children, but you stop singing on the last word and point to one of the children to fill in the proper word. Ex: "I use my eyes to (child says see)! Let that child choose an instrument to play as he says the word "see" when you sing the song again.

5) Continue in this manner until you finish and all five senses have a different instrument to play on.

6) Sing the song again with children playing "their word." You might want to review by asking each child with an instrument, "What is your word?"

7) Another version is to have a child choose a body motion on the word (instead of, or in addition to an instrument).

LESSON PLAN

OBJECTIVE

1) Auditory Attending

2) Visual Attending

3) Creative Self-Expression

MATERIALS

No materials needed

POEM

"Animal Troupe"
"Let's all pick an animal
That we would like to be.
and show each other what we are,
So everyone can see.
(Teacher points to a child
who acts out his animal choice.)
Let's all join in and be
A (name of animal) as a group.
It's fun to be an animal
We all make up a troupe."

*Source: Patricia Flanagan

TIME:

8 - 10 minutes

DIRECTIONS:

Children and teacher are standing in a large circle. Discuss the word troupe

1) Tell the children that we will be learning a poem about animals. Ask them to think of their favorite animal and what actions they would use to portray it.

2) Next, say the poem and have the children echo each line.

3) Say the entire poem without stopping.

4) At the appropriate point, the teacher points to a child who acts out his animal choice.

5) The other children then complete the poem acting like the chosen animal by galloping, hopping, running, leaping, etc. in a circle while saying the words in the correct rhythm.

LESSON PLAN

OBJECTIVE	MATERIALS	ACTIVITY
1) Auditory Attending 2) Expression 3) Gross Motor Development 4) Auditory Association	Different instruments to represent activity being dramatized	MOVEMENTS TO SOUNDS Give the children different "things" to dramatize to different sounds. Suggestions: 1) Airplanes - "When the instrument plays softly, the motor is warming up, as the sound gets louder they take off and fly in the air - when the instrument plays softly, again they land on the ground." 2) Use this activity to extend experience following a field trip. 3) Be creative, use other classifications. Example - animals, toys, household items, plants, etc. *Source: Grace Nash

TIME:

3 - 15 minutes

DIRECTIONS:

1) Name a category from which a student may choose an object or event to dramatize. Transportation - one child may choose train; one may choose motorcycle.

2) Select instruments to associate with the word or actions. The teacher plays the instrument while the child dramatizes.

3) Have the child try to tell what the sounds represent.

LESSON PLAN

OBJECTIVE	MATERIALS
1) Counting to eight by twos. 2) Attention to Stress Rhythm, and Rhyming Words	Wood block, Cymbals, Triangle, Finger Cymbals, Large Cymbals. (This gives a selection for the students to choose from. You will only need three instruments. Use the same one on 8.

POEM

Chant

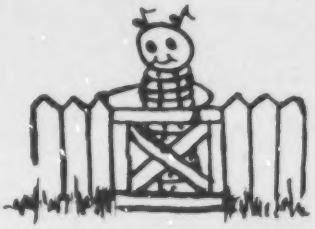
2 - 4 - 6 - 8

Meet me at the garden gate

If I'm late

Don't Wait!

2 - 4 - 6 - 8



TIME:

10 - 15 minutes

DIRECTIONS:

You may want to discuss counting in different ways. "I'm going to say a little chant. Listen and see if you can tell me, how I'm counting."

1) Teacher says chant. Clap on words with a line over them.

2) "Who can tell me the name of the words I clapped on?" "Do these words sound alike?" "What is the name of the word we use when words sound alike?" Discuss words that rhyme. "Let's say the chant again & listen to the pretty sound of the rhyming words." Repeat poem - remembering to clap on words with the line over them.

3) Show the instruments and decide which sounds would be good for the words that were clapped on. "What are gates made of?" Discussion. "Which materials will our gate be made of?" "Which sound would be best for gate?" Give out instruments decided on in the discussion.

4) Say chant again with an instrument sound for each word previously clapped.

5) Repeat until you get the rhythm right. It helps to move on the clapped words if they are having trouble with the rhythm. Every student should say the poem (even if they are playing an instrument) this helps to get the rhythm.

LESSON PLAN

OBJECTIVE	MATERIALS	ACTIVITY
1) Counting to 100 by 2's, 5's, and 10's 2) Rhythm and Stress 3) Auditory Sequential Memory 4) Auditory Attending 5) Gross Motor Coordination	Hand Bells	COUNTING BY 2'S, 5'S AND 10'S Students listen to the sound of the bell. They do situps or pushups to the sound of the bell. As they hear the bell, they will recite by 2's, 5's or 10's to 100. *Source: Susan Johnson

TIME:

6-8 minutes

DIRECTIONS:

1) Students will begin in a situp or pushup position on the floor.

2) On the sound of each ring of the bell, the students will recite by 2's, 5's or 10's to 100 doing either situps or pushups.

3) Activity is terminated when the students reach 100.

Adaptation: Use any body movement appropriate to students ability and needs.

LESSON PLAN

OBJECTIVE

1) Attention to Rhythm and Stress

2) Multiplication Tables

3) Addition

MATERIALS

Instruments for the answers to the problems you are going to sing.

ACTIVITY FOLK SONG

Weevily Wheat

D'want none your wēe-vī-lȳ wheāt,
D'want none your bār-lēy,
Take some flour and a half an
hour and bake a cake for Chār-lie.
5 times 5 is twēn-tȳ fīve,
5 times 6 is thīr-tȳ,
5 times 7 is thīr-tȳ fīve,
5 times 8 is fōr-tȳ.

TIME:

10 - 20 minutes

DIRECTIONS:

Can be used as a poem instead of a song. Use as a reinforcement for math fact skills which have been previously introduced. Explain "D'want" to the children.

1) Sing the song clapping on the syllables with lines over them.

2) Ask the children to echo you after each line.

3) Sing the song until the children are very familiar with all the words.

4) Ask the question, "What is five times 5?" If child can answer, let him choose an instrument to play on the answer. Continue in this manner until all the answers have been paired with an instrument.

5) Depending on the level of your class, increase the difficulty another day.

6) After the children know all the fives change to another number.

7) Change to addition facts. You sing the problem - child sings answer etc.

LESSON PLAN

OBJECTIVE

1) Addition Tables 0-10
2) Subtraction Tables 0-9
3) Multiplication tables 0-9
4) Visual Attending
5) Visual Discrimination
6) Short term memory

MATERIALS

Flashcards
Instruments for the numbers on addition, subtraction, and multiplication and answers to the problems

MATHMETICS TABLES

Teacher gives a student a number or numbers. Each number is assigned to an instrument.

i.e., 2+5=7
2=triangle
5=drums
7=cymbals
i.e., 1x4=4
1=wood block
4=hand bells
4=hand bells

*Source: Susan Johnson

TIME:

10-20 minutes

DIRECTIONS:

1) Explain activity to the children. Tell them you are going to give each one a number appropriate to the numbers needed for the mathematics tables being worked on.

2) Ask each student their number(s). Check to see if they remember their number(s).

3) Proceed with the activity.

LESSON PLAN

OBJECTIVE	MATERIALS	ACTIVITY
1) Auditory Sequential Memory 2) Vocabulary 3) Ordinals	5 to 10 different instruments with #'s 1-5 or 1-10 on them.	Sequence "Sequence, Sequence is the game Numbers go in sequence and they have two names. This is how we play the game, When I say a number say its other name. (question) (answer) Number one is . . . .first- Number two is . . . .second- Number..... *Source: Diane Penn

TIME:

3 - 5 minutes

DIRECTIONS:

1) Review the concept that numbers have two names - one is first, etc.

2) Say the poem. The first few times through, allow the whole group to answer. After you feel that most of them have the concept, explain that as you say the poem again you will point to one person to give you the answer.

3) Give the numbered instruments out. Ask the children to look at their numbers. Ask number one to come stand where you are, and ask number two to be next, etc. After they have lined up in order, explain that this time when you say the poem you will say, number one and number one will say "number one is first" and play the instrument, number two and number two will say "number two is second" and play the instrument. Continue in this manner until you have finished the numbers you are working on.

Adaptation - depending upon the ability of the children.

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LESSON PLAN

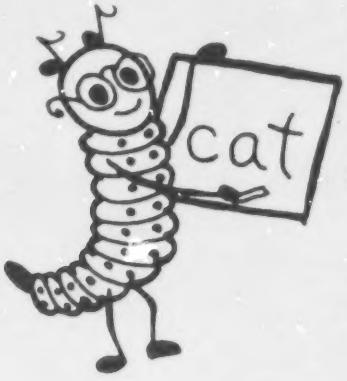
ACTIVITY-SONG

OBJECTIVE

1) Rhyme and Rhythm
2) Beginning Sounds
3) CVC Words and word families

MATERIALS

Chalk and Chalk board



I CAN SPELL

I can spell cat,

C-A-T

I can spell rat,

R-A-T

I can spell hat,

H-A-T

But I can't spell

HIP-PO-POT-A-MUS

TIME:

10 - 15 minutes

DIRECTIONS:

1) Write the words C A T, R A T, H A T, (with lines under AT as shown) on the board.

2) Sing the song (or play tape) pointing to the letters as you say them. "Do these words sound alike? Yes, they rhyme." Show them that the letters AT are the same in all three words. Explain that the beginning letter is different and that makes the beginning sound different.

3) Everyone sings the song again as you point to the letters again.

4) Erase the letter "C" and ask if anyone can give you another word that sounds like these words. Write the new word by adding the beginning letter to the base word "AT". Talk about this letter sound. Continue in this manner until you have 3 new rhyming words. Everyone sing the song again with these words while you point to the words.

5) This song has endless possibilities. Use different words - they do not have to be three letter words - just so they rhyme. You can change the word hip-po-pot-a-mus to another big word, etc. Let the creative juices flow and the children will have fun while learning!

LESSON PLAN

ACTIVITY SONG

OBJECTIVE

1) Auditory Memory
2) Auditory Attention
3) Rhythm Stress Syllabication
4) Recognizing Capital and Lower Case B, I, N, G, and O

MATERIALS

5 different instruments
10 cards - 5 with one of the letters in the song in capital form and 5 in lower case form

"BINGO"

There was a farmer had a dog

and Bingo was his name O.

B I N G O

B I N G O

B I N G O

and Bingo was his name O.

TIME:

5 - 15 minutes

DIRECTIONS:

1) Write the word "Bingo" on the board. Ask if anyone can read the word. "Did you know there is a song about Bingo"?

2) If any of the children know the song, ask them to sing it with you.

3) "We're going to sing the song five times. The first time we will clap on the word "B", but we won't say it, second time clap on "B" and "I" and don't say those letters, etc. until we finish spelling "Bingo".

4) When the children can do this well and you feel they have the rhythm, let 5 children choose an instrument to play on each letter. Use the instrument sounds instead of clapping.

5) Display the cards with the capital and lower case letters. Ask five children to choose a capital letter and tell you the letter's name then do the same with the lower case letters.

6) Sing the song again. The children with the letters are to stand when the others clap the name of their letter.

LESSON PLAN

OBJECTIVE	MATERIALS	ACTIVITY
1) Vocabulary: Letters, shapes, colors, numbers 2) Following Directions 3) Auditory Attention 4) Spatial Concept	4x 6 cards with one upper or lower case consonant, or vowel printed on each one.	Circle around your consonant Find your lovin' consonant Circle around your consonant Name your lovin' consonant Front, front (name of consonant child has chosen) Side, side, " Back, back, " Take your lovin' consonant.

TIME:

5 - 10 minutes

DIRECTIONS:

Ask the children to form a standing circle. Give all but one child a card with a consonant or vowel on it and ask them to hold the card in front of them. Explain that the child who does not have a card will be "it". Tell the child who is "it" to follow the directions that you are going to sing or say while he walks around the center of the circle. These words are at the top of the page on the right. After the child who is "it" has chosen a consonant and followed the directions he takes the childs card and this child becomes "it". "It must choose another consonant not the one he/she was just holding. "Front", "front" means the child who is "it" faces the child he has chosen etc.

1) You could change the word "consonant" to "vowel" and have "it" stand in front of vowel, etc.

2) Change word "consonant" to "zero" and have a lesson about circles or zeros. The children could be holding different shapes or numbers as another adaptation.

3) Change to color words or any different vocabulary words.

LESSON PLAN

OBJECTIVE	MATERIALS	ACTIVITY
1) Concept: Singular or plural 2) Auditory Closure	Pictures of objects or people 	"Singular and Plural" (Tune to "Oh My Darling Clementine") I am careful when I'm talking of the words I want to say. If it's just one (Show picture card) a) I say _____ (Remove picture) If it's more than one b) I say _____ (Child says plural form of pictured item) *Source: Sally Anderson

TIME:

5 - 10 min.

DIRECTIONS:

1) Discuss with the children how words change when we have more than one.

2) Sing the song through one or more times with children echoing you after each line. Hold up the card at the appropriate time.

3) After the children are familiar with the song, distribute picture cards face down to each child. Children then take turns singing the song and holding up the picture card at the appropriate time.

LESSON PLAN

OBJECTIVE

1) Improvement in remembering birthday month
2) Rhythm Stress Syllabication
3) Vocabulary-months

MATERIALS

No materials needed

TRADITIONAL VERSE

1) Ā-p-ples, p-eaches,
2) p-ears, and plums
3) Tell mē when your
4) birth-day comes.

TIME:

4 - 8 minutes

DIRECTIONS:

This activity can be done in a circle or any formation.

1) "I want you to listen and then be my echo."
2) Clap and say line one. Students clap and echo.
3) Repeat in this manner until you have finished the verse.
4) Everyone clap and say the verse.
5) Each student in turn speaks the month of his birthday without losing a beat.

LESSON PLAN

OBJECTIVE	MATERIALS	ACTIVITY-GAME & POEM
1) Rhythm Stress & Syllabication 2) Auditory Memory 3) Knowledge of Birthday Month 4) Temporal Concepts	Wood block, Maracas, Claves, Hand drum	Birthday Poem 1) Strawberry Shortcake Huckleberry Finn When I say your birth month, (stamp foot) Jump in! Teacher - Child jumps in & echos the month. January - January (Say the 12 months) 2) Strawberry Shortcake Huckleberry Pie When I say your birth month (stamp foot) Good bye! Teacher - Child jumps out & echos month January - January etc.

TIME:

10 - 15 minutes

DIRECTIONS:

1) Discuss birthday and months helping the children remember the month their birthday is in.

2) Children should be in a stand up circle. Say the poem in rhythm stomping your foot where indicated explaining the directions as you go. The first few times do the poem with the class echoing after each line, but do not go through the months.

3) After you feel the children have the rhythm fairly well; explain that this time when their birth month is said, they are to take a small jump into the middle of the circle echoing their birth month as they jump in.

4) On the second part they take a small jump out of the circle waving good-bye as they jump out and echo their birth month.

5) After the children have the rhythm and can follow the directions well it is fun to use the instruments as you play the game.

EX: Wood blocks play on syllables of Straw-ber-ry Short-cake

Maraca plays on syllables of Huck-le-ber-ry Finn

Claves play on syllables of When I say your birth month
Play drum one time then say -- Jump in!

Most of the time the use of instruments is a motivator for a child who is having trouble remembering his birthday.

LESSON PLAN

OBJECTIVE	MATERIALS	SPEECH EXERCISE
1) Attention to Rhythm, Stress and Syllabication	Tambourine, Hand Drum	"Pĭt-tĕr păt-tĕr raĭn drŏps "Splĭt-tĕr, splăt-tĕr raĭn drŏps Wĭndshīēld wĭp-ērs, wĭndshīēld wĭp-ērs Swish, swish, swish."

TIME:

5 - 10 minutes

DIRECTIONS:

In place of a full clap on the words with lines over them, use a soft two-finger clap. On words swish, swish, swish, rub hands back and forth for a good effective sound.

1) "Listen to what I am going to say. I'm going to ask you some questions when I finish."

2) Say the speech exercise using the motions stated in the directions.

3) "What was I talking about?" Other similar questions.

4) Be my echo this time. Repeat exercise line by line.

5) After children can say the exercise, ask them which of the two instruments could be used on the words "pit-ter pat-ter" and "split-ter splat-ter". Ex: tap rim of tamborine; and for "swish" rub finger tips on hand drum.

6) Another version is to have the children move their bodies like the wind-shield wipers.

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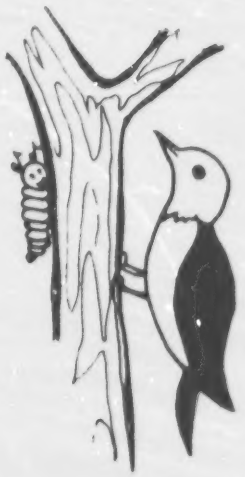
LESSON PLAN

OBJECTIVE

1) Auditory Memory
2) Rhythm
3) Auditory Attending

MATERIALS

Wood Blocks
Sticks



POEM

TAP-A-TAP-A-TAP

x x x x x
Tap-a-Tap-a-Tap

x x x x x
Tap-a-Tap-a-Tap

What can that be?

x x x x x
Tap-a-Tap-a-Tap

x x x x x
Tap-a-Tap-a-Tap

It's a woodpecker in a tree.

*Source: Elaine Schumacher

TIME:

10 minutes

DIRECTIONS:

Pass out rhythm sticks and wood blocks to each child in class.

1) Sing or say rhyme completely alone.

2) Say: "Be my echo." Repeat by lines.
x x x x x

3) Add instruments on Tap-a-Tap-a-Tap
Ask: "How many taps?" Practice.

4) Repeat with rhyme and instruments.

LESSON PLAN

OBJECTIVE

1) Rhythm, Stress & Syllabication
2) Auditory Attending
3) Word Junctures

MATERIALS

Tone Block, Hand Drum, Triangle Finger Cymbals, Large Cymbals, Wood Block

ACTIVITY

Pease Porridge

(1) Pease porridge hot (clap)
(2) Pease porridge cold (clap)
(3) Pease porridge in the pot nine days old (clap).
(4) Some like it hot (clap)
(5) Some like it cold (clap)
(6) Some like it in the pot nine days old (clap).

TIME:

5 - 15 minutes

DIRECTIONS:

Discuss word porridge.

1) "Listen while I say a poem for you. I'm going to clap at certain places and I want to see if you can answer a question about when I clapped after I have finished the poem."

2) Say the poem slowly clapping where lines indicate. Stress the fact that you are not saying a word, when you clap at the end of each line, by closing your mouth in a deliberate manner.

3) "Did I say a word on each clap?" If they answer "no", praise them for being good listeners. "You are right, I did not clap on a word at the end of each line. I clapped on something we call a "rest" in music. Listen while I say the first two lines without clapping at all." Say the first two lines without clapping. Stamp instead of clapping. After you have done this on each line ask the children to do it with you (stamping and saying poem instead of clapping).

4) Repeat the poem as in step (2) with children echoing after each line. Stop after each line and ask the name of the word you did clap on (1st word in each line).

DIRECTIONS (cont.)

5) Repeat the poem until the children can clap and say it correctly. You may need to step and say it without the claps to get the rhythm in their bodies.

6) Ask the children which instruments would be best to play on the claps on line 1, 2, 3, 4, 5, & 6.

Ex: (1) - wood block played on "Pease" and where the clap comes at the end of the line (wood block). Continue in this manner for each line. Put it all together saying and playing it. Try and keep the rhythm going without stopping. The children playing the instruments should also say the poem - this helps them keep the rhythm.

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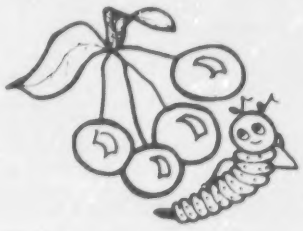
LESSON PLAN

OBJECTIVE	MATERIALS	ACTIVITY - POEM
1) Auditory Reception 2) Rhythm 3) Vocabulary: Sense of Taste 4) Auditory Memory	Hand Drum, Cymbals Tone Block, Finger Cymbals, Picture of cherries, or Real Cherries	Cherries are Ripe Cherries are ripe, cherries are ripe. They taste both sour and sweet Cherries are ripe, cherries are ripe and we shall have a treat. 

TIME:

3 - 7 minutes

DIRECTIONS:

1) Show the picture of cherries or let them taste the real ones. Discuss how cherries grow - what color they are and the words, sour, sweet, and treat.

2) Say the poem slowly clapping on the words with lines over them.

3) Ask the children to be your echo. Say one line at a time making sure they clap on the words "sweet" and "treat".

4) Have drum in hand and say: "Walk with me and let's say the poem while we walk". On the word "sweet" play the drum and stop. Resume walking and say the rest of the poem playing the drum on "treat" and stopping.

5) "On which words did we stop?" The student that can answer gets the drum to play on those words as everyone walks and says the poem again.

6) Let the children choose different instruments to play on the words "sweet" and "treat" and say the poem again while these children play on the proper words. Make sure the children who have the instruments say the poem too.

LESSON PLAN

OBJECTIVE

1) Auditory Memory
2) Concept of High & Low
3) Rhythm Stress & Syllabication
4) Gross Motor

MATERIALS

Triangle, Drum, Wood Block, Sand Blocks

TIME:

5 - 10 minutes

POEM

Rhyming Chant
*

1) "Jū - ba this and
Jū - ba that
Jū - ba saw a
yel - low cat
2) Jū - ba up and
Jū - ba down /
Jū - ba run-ning
all a - round
*rhymes with tuba

DIRECTIONS:

1) First say the poem and clap it. Have group echo you. (You may want to take part one only at first, especially for Language Impaired.)
2) Have group stand up, say it, and stamp feet to the syllable rhythm instead of clapping.
3) Walk in place and say it. On word "up", reach up in the air with arms. On word "down", put arms down and touch the toes. On word "running", run in place.
4) Use instruments on certain words. Let children suggest which instruments to use.
5) Students with instruments play on words as remaining students and teacher repeat chant with motions.
6) Repeat with different students playing instruments.

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LESSON PLAN

OBJECTIVE

1) Gross Motor Development
2) Creative Self Expression
3) Auditory Memory
4) Attention to Rhythm Stress & Syllabication
5) Concept of Time-life Sequence

MATERIALS

Drum, Auto Harp, bells, or Xylophone
Wood block, Maracas
Picture of a caterpillar cocoon and butterfly

(if these instruments are not available, improvise)

Film loop projector (optional)
Title Below

POEM

Caterpillar

Cāt-ēr-pĭll-ār, Cāt-ēr-pĭll-ār
brown and furry.

Winter is coming and you had better hurry.

Find a big leaf under which to creep

Spin a cō-coon in which to sleep.

Then when warm weather comes this way,

"You'll be a būt-ter-fly and fly away."

TIME:

15 - 20 minutes

DIRECTIONS:

Show the picture of the caterpillar, cocoon and butterly. These should lead to a discussion. After the discussion follow the steps. This is a lengthy activity. You can divide it into two sessions Steps (1 thru 7) and (8 thru 13). Another day try to do the whole sequence. Title: Life Cycle of the Butterfly - Published by Doubleday catalog 147.5; copyright 1966 in color; 3 minutes long. The film can be used before or after learning the poem.

1) Can use poem as a finger play. Say it slowly.

2) Repeat the poem clapping on the words with lines over them.

3) "Im going to say the poem again and this time I want you to be my echo." Say one line of poem at a time clapping on the appropriate words. Children should echo after each line.

4) "Stand up with me and do what I do." Repeat one line of poem at a time, stamping out each syllable of the words instead of clapping.

5) "How would you move your body if you were going to be a caterpillar?" (YOU might have to show them - get on the floor, stretch out, hump the middle part of your body as you move along the floor.)

6) "How would you make your body spin a cocoon?" (If they have no idea, show them. Roll up in a ball and move in a spinning motion.)

Directions (cont.)

7) "How would you break out of a cocoon if you were a butterfly inside?" (Show them if necessary.) "Now that you are out of the cocoon you can fly away."

8) "Here are some instruments we've used before." "Which one of these would be a good sound for the word 'caterpillar'?" (Any of the instruments will do but a wood block makes the sound of the syllables very clear.

9) Choose a different instrument for phrase "Winter is coming and you had better hurry". (Play the autoharp up and down the strings slowly at first, then pick up speed when you get to the word hurry.)

10) Choose another instrument for word "spin" (maracas are good).

11) On words "you'll be a butterfly and fly away", play the drum or shake the bells. Start soft and get louder as you get to words "fly away".

12) Choose different children to play the instruments you have decided on. Let them practice playing on the words they are supposed to play on, while you and the rest of the children say the poem.

13) After they can play on the correct words, ask for volunteers to dramatize the poem while you say the poem and the children play the instruments on the correct words.

There is no right way to do all of this. Just have fun and your students will too.

LESSON PLAN

RHYTHM GAME

OBJECTIVE

1) Auditory Sequential Memory

2) Spatial Concepts Under, Around, Through

3) Vocabulary

MATERIALS

No materials needed

THE BEAR HUNT

See words and directions below. Make sure you say all the words in a smooth speech rhythm. Can be used at different times of the year.

Example:

Halloween - witch hunt
Easter - egg hunt

Let the children make up the story.

(READ THROUGH COMPLETELY BEFORE ATTEMPTING TO TEACH)

TIME:

10 minutes

DIRECTIONS:

THE BEAR HUNT
(A Rhythm Game)

DIRECTIONS:
TEACHER SAYS:

1) All set?
Put on your hat.
Put on your coat.
Button it up.
Let's go.
We've got to walk,

(Start a slow walking motion by slapping hands on legs one at a time---after each motion (under, around, through,) have the class repeat motions and words "under it", "around it", "through it" at all times during the activity.)

2) I see a wheat field.
Can't go under it.
Can't go around it.
Let's go through it.
Swish, swish.

(Make motions for "under" and "around" with your hands and class repeats. On words "Swish", "swish" rub hands together to make a swish sound---class repeats words "swish", "swish".)

DIRECTIONS: (Cont.)

3) Let's walk again.
I see a bridge.
Can't fly over it.
Can't go around it.
Let's walk across it.

(Beat the chest to make the sound of a hollow bridge)

4) I see a tree.
Can't go through it.
Can't go under it.
Let's climb up it.

(Make hands climb like you are climbing up and down a tree. Pretend you stop when you get to the top & talk about what you see down there before you go back down)

Let's look to the left
Let's look to the right
I don't see a bear
Do, you see a bear?
Lets climb down

5) Shh_____
Listen!
Someone's following us.
Let's run!

(Do walking motion very fast.)

6) Shh_____
Listen!
He's gone now.
We're safe.
Let's walk some more.

(Continue walking original speed.)

7) I see a river.
Can't go under it.
Can't walk across it.
Let's swim through it.

(Do swimming motion with hands and arms on words "Let's swim across it.")

8) That was a long river
Were you cold?
Did it feel good?
Let's shake ourselves off and walk some more.

(Do original walking motion.)

9) Shh_____
I see a cave
Can't go under it.
Can't go around it.
We'd better tip-toe inside.

(Use original walking motion very quietly)

10) Oooo_____
It's dark in here.
I'm scared?
Are you scared?
Let's walk on a little further.
Oh! Oh! (walking motion)
I feel something (feeling)
It's fuzzy
I see two eyes
I feel a nose
It's a bear (very excited)
Let's run! (running motion)

(Ask what was the last thing we did, etc. Continue in this manner until all the motions in the activity have been done in reverse at a very fast speed.)

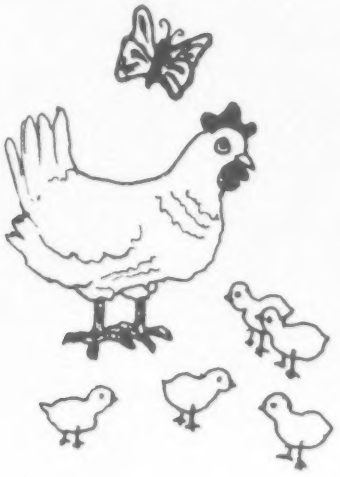
LESSON PLAN

OBJECTIVE

1) Auditory Memory
2) Turn Taking
3) Vocabulary
4) Ordinals

MATERIALS

No materials needed



TIME:

10 - 15 minutes

POEM

Five Little Chickens

Said the first little chicken,
with a queer little squirm,
"I wish I could find a fat little worm".
Said the second little chicken,
with an odd little shrug,
"I wish I could find a fat little bug."
Said the third little chicken,
with a sharp little squeal,
"I wish I could find some nice yellow meal."
Said the fourth little chicken,
with a sigh of grief,
"I wish I could find a little green leaf."
Said the fifth little chicken,
with a faint little moan,
"I wish I could find a wee gravel stone."
"Now see here," said the mother
From the green garden patch,
"If you want any breakfast
Just come here and scratch."

DIRECTIONS:

1) Discuss chickens and how they get their food. Teach the word squirm, shrug, squeal, grief, moan, scratch.

2) Let the children pretend to be baby chickens scratching for food, making chicken sounds "cheep, cheep".

3) Have the children in a sit down circle. Repeat the poem emphasizing careful listeners. Tell them you are going to check their listening skills.

4) Ask them to raise their hands if they remember what the first little chicken said. Repeat in this manner until you have five chickens and a mother hen that can say the appropriate sentences when it is their turn. Let the children dramatize the poem as you say it, letting the chickens and hen say their lines as you get to them.

LESSON PLAN

OBJECTIVE

1) Auditory Attending

2) Concepts: Size

3) Auditory Association

MATERIALS

Tone bells, Hand drum, Tone block, Triangle, Finger Cymbals

ORCHESTRATE A STORY

"THE THREE BEARS"

Read or tell the story of the three bears.
As you tell the story always refer to the baby bear as -

"Little Small Wee Bear"

Mama Bear as "Middle - sized Bear"

Papa Bear as "Great Big Bear"

This is just an example. Use any story that would lend itself well to the different instruments. You can also make up a story.

TIME:

15 - 20 minutes

DIRECTIONS:

1) Tell the children you are going to tell them a story, and to listen carefully because you want them to help you add music to the story when you have finished.
2) After you have read the story, let the children decide which instruments would sound most like "Little Small Wee Bear", "Middle-Sized Bear", "Great Big Bear" and "Goldilocks". Play all the notes on the tone bells by taking the mallet and starting at the top pull mallet over all of the notes. Choose a child and show them how to play the bells in this manner.
3) After you have decided on each instrument for the story characters, choose a child to play each instrument. (Practice with the childrn holding the instruments. Say each of the characters names encouraging the students to play just as soon as they hear their character's name. When they seem to be attending begin reading the story.) Say, "I'm going to read the story again and you must listen carefully because each time you hear the name that goes with the instrument you have, you must play. Sometimes the name is repeated very soon so I'll know whether you are a good listener if you play." You may have to play many times.
4) Read the story again giving the children time to play as the bears or Goldilocks names are read. When Goldilocks breaks the chair, a child should play the bells as directed in step 2.
5) Choose some children to dramatize the story as you read and the others play the instruments. When the bears talk present the characters words and let the child who is that character repeat what you said.

Have fun with this and try other ideas and stories.

LESSON PLAN

OBJECTIVE

1) Vocabulary: Animals

2) Gross Motor Development

MATERIALS

Pictures of the different animals see appendix for illustration pages

TIME:

2 - 15 minutes

ANIMAL SONGS

Raccoons

Raccoons have a black mask on their face-Peek-a-boo, Peek-a-boo. Raccoons have a black mask on their face Peek-a-boo at you.

The song is on the tape. It was written to go with a unit on animals. Singing the information helped the students remember certain facts about the different animals.

*Words for other animals appear in section for supplemental activities. Make up other words to go with other animals, fish etc.

*Source: Sally Anderson

DIRECTIONS:

1) Show the children pictures of animals they are going to study. Talk about how the animals look, their habits and what is unique about each animal.

2) Say the words to the song while the children listen. Repeat the words one line at a time with children echoing you after each line.

3) Sing the song one line at a time with the children echoing you after each line.

This activity can be expanded in many ways

Example: Use puppets with the song. Children can make masks of different animals.

LESSON PLAN

OBJECTIVE

1) Counting to 8
2) Creative Self-Expression
3) Visual and Auditory Sequential Memory
4) Auditory Attending

MATERIALS

Triangle

POEM-ACTIVITY

Wee Willie Winkie

1) Wee Willie Winkie
2) Running through the town
3) Upstairs, downstairs
4) in his night gown.
5) Rapping at the window
6) Crying through the locks
7) Are the children in their beds?
8) For it's 8-o-clock!

TIME:

6 - 8 minutes

DIRECTIONS:

1) Everyone should be in a stand up circle. Say the poem slowly with the children echoing you.

2) Say the poem again stopping after each line so the children can suggest a motion to associate with that line. Example - after the first line - a clap, second line - running in place, etc. On the last line let a child play the triangle 8 times.

3) Go through the poem with only the children doing the motions after each line to see how many they remember.

4) Say the poem again as one of the children pretends to be Willie. He should do the motions that the poem dictates this time.

Adaptation: Change time on a picture clock and fill in time at end of poem.

LESSON PLAN

OBJECTIVE	MATERIALS	POEM-ACTIVITY
1) Auditory Association 2) Auditory Memory 3) Stress, Rhythm & Syllabication	Drum, Maracas, Triangle, Bells, Finger Cymbals, Tambourine, Claves, Tone Block	Johnny On The Ocean "Johnny on the o-cean Johnny on the sea Johnny broke a win-dow, and blamed it on me. I told Ma Ma told Pa Johnny got a lickin Ha, Ha, Ha." *Source: Richard Spalding

TIME:

10 minutes

DIRECTIONS:

1) Say the poem clapping on syllables as marked. Discuss the poem with the children to make sure they understand it. Have the children identify the words on which they clap.

2) Say the poem again with the children echoing you after each line.

3) Say the poem the third time putting the rhythm of the words in the feet and moving in place with the children following your movements.

4) When you feel the children have the rhythm, ask them which of the instruments would be the best sound for the words that are clapped on.

5) After the instruments have been chosen, everyone says the poem again with some of the children playing the different instruments on the syllables that are clapped on or stomped on.

6) Some of the children could dramatize the poem as the others say and play it.

Adaptation: Replace clapping with hopping or stamping feet.

LESSON PLAN

OBJECTIVE	MATERIALS	ACTIVITY, POEM, OR SONG
1) Visual Memory 2) Turn Taking 3) Spatial Concepts	No materials needed	"Here We Sit In A Ring" Here we sit all in a ring, Hide your eyes now while we sing One of us will go and hide (name of student), guess who made that space so wide.

TIME:

5 - 10 minutes

DIRECTIONS:

Can be used as a poem instead of a song.

1) The children are sitting in a circle on the floor or in chairs. Discuss "space", the fact that we all have our own space. "We are sitting in our space. There is someone on our right, our left, across from us." Ask several children who is on their right, left, across from them, etc.

2) Explain that you will be the leader of this game. Sing or say the words explaining that you will touch the person who is to go and hide and that you will only touch someone who has their eyes closed.

3) Choose one or two spots for the person who is "it" to hide. Explain that you will call the name of the person who is to guess "who made the space so wide" and that the rest of the children should not yell out if it takes the person you have called on a little while to answer. If the child you called on cannot remember who "it" was, ask another child to give him a clue such as: "it's a girl" or "the person had on a red shirt", etc.

4) Give some of the children a chance to take your place and be the leader.

LESSON PLAN

OBJECTIVE

1) Gross Motor Coordination
2) Following Directions
3) Auditory Attention
4) Spatial Concepts

MATERIALS

No materials needed

POEM

Red, Rover, Red, Rover, let (name of child) (give a movement such as SKIP) Over.

Suggestions for other movements:

Run, walk, gallop, hop, jump, crawl, etc.

TIME:

Depends on size of class.

DIRECTIONS:

1) The students sit in two lines facing each other. There should be as much space as possible between the lines. Each line should have a leader. Give a number to each line #1 - #2.

2) Repeat the poem explaining that the leader will stand and say the poem and fill in a direction and a child's name from the opposite line. Give an example.

3) Explain the rule. The student whose name is called follows the directions in getting to the opposite line. He/she becomes the leader if the directions are followed correctly. If the directions are not followed correctly, (he walks instead of runs, etc.) the student returns to his original line and sits down again. Leaders in the two lines alternate calling out the names and directions.

LESSON PLAN

OBJECTIVE	MATERIALS	ACTIVITY-SONG
1) Gross Motor Development 2) Remembering names of children in class.	No materials needed	"Here Comes Sally Down Our Alley" (substitute child's name) "Here comes Sally down our alley. Here comes Sally down our alley. Here comes Sally down our alley." Skip Sally Skip or hop, walk, jump, and so forth. "Choose a partner to go with you. Choose a partner to go with you. Choose a partner to go with you. Now Sally sit right down."

TIME:

3 - 7 minutes

DIRECTIONS:

Be sure everyone knows the meaning of "alley". Make an "alley" by having two groups sitting facing each other a few feet apart or have the "alley" be a space between two rectangular tables.

1) Walk down the alley between the children while you sing.

2) Sing the song again asking the children to echo you after each line.

3) Choose a child to be Sally (substituting the child's name for Sally). While everyone is in position. "Sally" skips, walks, or hops as everyone sings the song. On the words "Choose a partner" the child chooses another child, they hold hands and skip (or the directions given) together until the words, "Now Sally sits right down". At this point, the first child chosen sits down in the line and the child she chose for her partner is "Sally".

4) Repeat this procedure as long as you wish.

LESSON PLAN

OBJECTIVE

1) Vocabulary

2) Knowledge of seasons of the year

3) Visual & Auditory Memory

MATERIALS

Pictures representing the different seasons.

Four different instruments

ACTIVITY-POEM

SEASONS

Seasons, seasons, come and go,

Tell me, tell me what you know

All together there are four,

Say them now while I keep score.
(begin with the present season)

(children)	(teacher)
"Fall"	"1"
"Winter"	"2"
"Spring"	"3"
"Summer"	"4"

(Choose a picture or instrument from the floor.)

Say the name as you did before.

*Source: Diane Penn

TIME:

10-12 minutes.

DIRECTIONS:

1) Discuss seasons of the year. Show the pictures making sure the children can label each season correctly.

2) Tell them you are going to say a poem and you want them to listen carefully. Explain parts of the poem you feel they do not understand as you say it.

3) Say the poem again with children following the directions.

4) Another variation is to have four different instruments represent the four seasons. The child who says "fall" would choose the instrument (instead of picture) that represents fall, etc.

Adaptation: "John will say them while Mary keeps score."

LESSON PLAN

OBJECTIVE	MATERIALS
1) Auditory Memory 2) Creative Self-Expression 3) Rhythm Stress and Syllabication	Finger Cymbals, Tone block, Triangle, Wood block, Cymbals, Hand Drum

POEM

Snow is on the house top

Snow is on the ground

Snow is on the mountain

Snow is all around.

TIME:

6 - 12 minutes

DIRECTIONS:

1) "Listen to this poem. As I say it I will clap on certain words. See if you can remember the words I clap on."

2) Say the poem slowly clapping on the words and the syllables with the lines over them.

3) Discuss words on which you clapped. "Which word was clapped and repeated most?" After response discuss the word "snow". Discuss each word that was clapped on. "Do some of the words have more than one beat?" Discuss which words.

4) After all the words that were clapped on have been discussed and the children can say & clap the poem correctly, ask the children to decide which instruments would be good sounds for each of these words.

5) Say the poem again with the instruments that were chosen, playing on each clapped word.

6) Another day repeat the poem & use other instruments that are suggested by the children for the sound they feel best to use on the clapped words.

7) Can be used with motions in place of instruments.

LESSON PLAN

OBJECTIVE

1) Auditory Attending

2) Basic Concept of Textures

3) Auditory Association

MATERIALS

Wood Block,
Shaker,
Sandpaper Blocks,
Tambourine

POEM

THINGS

"There are hard things,

soft things, rough things,

smooth things,

Which things do you like best?

Try feeling, rubbing, touching things,

And give them all a test.

Let's all clap hands and name a thing

Which we all know is hard
.....soft
.....routh
.....smooth

*Source: Patricia Flanagan

TIME:

10 minutes

DIRECTIONS:

1) Ask the children to be your echo and say and do what you do. Say the poem clapping on words with lines above them and performing the motions of feeling, rubbing, and touching. Say each line slowly - one line at a time. Do not say the second verse.

2) Discuss what the words hard, soft, rough, and smooth mean. Talk about what instruments would go with each texture depending on what they are made from and what they sound like. (Wood block - hard: sandpaper blocks - rough; Tambourine - smooth; Shaker - soft). Select four students to play the instruments matching their word and have them play when their word is said. Allow time for practice.

3) Say and do the poem again with the four instruments and the remaining children saying and performing the actions.

4) Now go to second verse and clap on each word. After teacher tells what type things to name (hard, soft, smooth, or rough) the children go around the circle naming things of that texture clapping as they say their "thing".

LESSON PLAN

OBJECTIVE	MATERIALS	STORY
1) Visual Attending 2) Vocabulary 3) Creative Expression 4) Auditory Closure	Pictures of things the children like to do. This poem comes in book form with some marvelous pictures. Author, Andre, Evelyn M. Things We Like To Do Nashville, Tennessee: Abingdon Press, 1965.	Things We Like To Do These are things we like to do: Be a friend and play with you. Go with Mother to the store, Wait for Daddy at the door. Bake a cake, stir and stir, Hold a kitty, pet its fur. Rock a baby sleepy-bye. Build the blocks way up high. Call Grandmother, talk and talk. Ride a trike right down the walk. Play in sand, take a swim, Climb upon the jungle gym. Eat ice cream on a birthday, Blow out candles, pfft, this way. These are things we like to do, Do you like to do them, too?

TIME:

4 - 6 minutes

DIRECTIONS:

1) Hold up pictures or the book and say the poem as you show the pictures.

2) Hold up the pictures again, say part of a line, and let the children finish if for you. Ex: Go with Mother to the (child fills in) .

3) Continue in this manner until you have finished the poem.

4) After the poem is finished, add a line. "What other things do you like to do?" Prompt the children by asking questions such as, "What do you like to do at school?", etc.

LESSON PLAN

ACTIVITY-SONG

OBJECTIVE

1) Ordinals

2) Gross Motor Development

3) Following Directions

MATERIALS

Bean Bag

OLD KING GLORY

(Tune to: "Jesus Loves the Little Children")

Old King Glory on the mountain
The mountain was so high it nearly reached the sky.

Old King Glory on the mountain
The 1st one, 2nd one, 3rd one follow me.

Old King Glory of the mountain
The 4th one, 5th one, 6th one follow me.

Keep going until all the children have a number and are following King Glory.

TIME:

5 - 10 minutes

DIRECTIONS:

1) The children should be in a stand up circle. Sing the song and throw the bean bag to a child on the word "first". The child throws it back to you (quickly) and you throw it to another child on the word "second", etc. until you have thrown the bean bag to each child. You will need to sing the song slowly enough for the children to catch the bean bag on the proper word.

2) Discuss concept of #1 is first, etc. explaining that this time when you sing the song you are going to be "King Glory" and choose a child to be first second, etc. As you sing the song walk around the outside of the circle touching a child on the head for first, second, and third. "First" should follow you then second and third. Sing again and then touch fourth, fifth, and sixth. Repeat in this manner until all the children have a ordinal and are following "King Glory". When all are following, stop and ask each child the ordinal you gave them when you touched their head (first, second, etc.). A child that remembers his ordinal gets to be "King Glory" and march around repeating above directions while everyone sings the song again.

3) Variation: As the song is sung, "King Glory" only touches the third child and only third child follows "King Glory". As the third child follows the King everyone sings the song again and the third child touches a third child when you sing the word third again and he follows. This can be done with any ordinal you are trying to teach.

LESSON PLAN

ACTIVITY-GAME

OBJECTIVE

1) Auditory Attending

2) Gross Motor Development

MATERIALS

Bean Bag, Hand Drum

QUEEN & KING or
PRINCE & PRINCESS

Children are in a stand up circle with both hands out in front of them.

A Queen or King walks stately around the inside of the circle with a bean bag on top of his/her head.

The drum is played while the Queen or King walks round. When the drum stops the Queen or King drops the bean bag from his/her head into the hands of the child nearest. That child is "it".

TIME:

10 - 12 minutes

DIRECTIONS:

1) Discuss who Kings & Queens or Prince & Princess are, what they do, and how they walk, "stately". If necessary demonstrate a "stately" walk and how to walk with a bean big on top of the head.

2) Choose someone to be the King/Queen or Prince/Princess. Ask child who is "it" which they would like to be a King/Queen or Prince/Princess. Play the drum with a good walking rhythm and follow directions above. You may wish to let the children take turns playing the drum.

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LESSON PLAN

ACTIVITY-POEM

OBJECTIVE

1) Following Directions
2) Auditory Attending
3) Spatial Concepts
4) Gross Motor

MATERIALS

Scarves in different colors.
Record (soothing orchestra music) such as "Afternoon of the Fawn")

Scarf Activity

"Scarves go up
Scarves go down
Scarves go round and round.

Over your arm
Under your arm

To the left and to the right.
Now make it your wings while you take flight!

*Source: Diane Penn

TIME:
5 - 10 minutes

DIRECTIONS:

1) Give each child a scarf and ask him to follow the directions he hears.

2) Say the poem slowly and give help to the children who do not understand the spatial concepts.

3) After you have gone over the poem several times use your record for background while you say the poem again slowly.

4) When you have finished saying the poem give the children some time to use the scarves any way they wish while the music continues to play.

LESSON PLAN

OBJECTIVE	MATERIALS	ACTIVITY
1) Auditory Discrimination 2) Spatial Concepts 3) Auditory Memory 4) Following Directions	Triangle, Drum Wood Block, Tambourine (any others you choose to use) 	MAZE Make a maze out of desks or chairs. Have a starting and stopping point. Object: To get from starting point to a stopping point using instruments that have been a directional meaning - e.g. drum-forward - if played three times - would move forward three steps.

TIME:

10 - 15 minutes

DIRECTIONS:

1) Ask the children to: hold up their left hand, to hold up their right hand, to walk forward, to walk backward.

2) You may want to demonstrate.

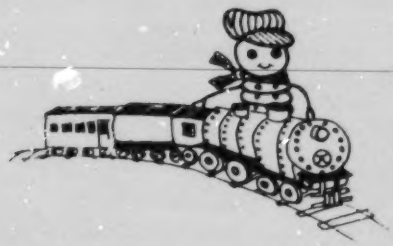
Ex. Triangle for left	Player starts.
Drum for right	Wood block plays 3 times.
Wood block for forward	Player walks forward 3 times
Cymbals for backward	Play the different sounds until the player is a stop position.

3) Explain what a maze is and ask them to choose a sound from the intruments for each direction - left, right, forward, backward. Practice in a straight line many times as a group so the children can achieve association of instrument to movement before generalizing it to individual student accomplishing a maze.

Adaptation: Make a poster. Triangle with "L" in red. Mark left hand with a red "L" etc.

LESSON PLAN

OBJECTIVE	MATERIALS	ACTIVITY
1) Auditory Association 2) Gross Motor Development 3) Vocabulary 4) Rhythm	Sand blocks, Bobbie whistle, Xylophone (if available), Bells Use notes C-G	Engine #9 Engine, engine, number nine, Going down the (name of town) line. If the train should jump the track, Do I get my money back?"



TIME:

15 minutes

DIRECTIONS:

1) Discuss trains-which part of the train is the engine and the fact that in the past engines ran on steam, etc. Rub the sand blocks together and explain that the sound they make sounds like steam and the engine blows a whistle when it is ready to go, etc. Blow the whistle to demonstrate.
2) Explain what a conductor does and that he says "all aboard" to the people when it is time to get on the train.
3) Ask them to listen closely while you say the poem. Repeat the poem with the children echoing you after each line.
4) Everyone says the poem again while walking in place to the rhythm of the speech patterns in the poem. Do this several times until the children can say the poem while moving freely.
5) Choose one child to be the engine, another a coal car, caboose, etc. The children stand in a line with one hand on the shoulder of the person in front of them and one hand locked to the upper arm of the person in front. Explain that they are going to move like a train while they say the poem.
6) Choose a child to play the notes C-G on the bells or xylophone while the children (train) say the poem and move like a train. The notes C-G are played continuously throughout the poem.
7) Choose a child to be the conductor (to take the tickets and say "all aboard")-another to blow the whistle for the engine-another to "be the steam" (play sand blocks) while the other children are the train and move around the room to the beat of the poem.

LESSON PLAN

OBJECTIVE

1) Creative Self-Expression
2) Vocabulary: Places
3) Auditory Attending
4) Auditory Reception

MATERIALS

Drum

POEM

Places

Close your eyes and lets pretend.
We will go on a walk.
It may be to some place where
you have never been.
When the drum plays, we will walk
and listen to what is being said.
(give a description of a place)
When the drum stops, some of you
will tell us the pictures you've
seen in your head.

*Source: Diane Penn

TIME:

10 -12 minutes

DIRECTIONS:

Discuss imagination and practice pretending prior to the activity. EX: a trip to the circus.

1) Discuss different places and some of the things one would see in these different places - city, train station, airport, woods, beach, mountains. What would the weather be like? How would one dress, etc.

2) After the discussion - explain that they are going on a pretend walk. "I'm going to say a poem and I want you to think about the place I said I would like to go. While we walk use your mind and imagination to think of things you would see in the pretend place. When the drum stops, I will ask some of you questions. If you do not get a turn, wait, we will take another walk and then you'll get a turn".

3) Say the poem - following the directions. Ask questions about the place you described.

LESSON PLAN

OBJECTIVE	MATERIALS	ACTIVITY
1) Auditory Attending 2) Vocabulary 3) Creative Self-Expression 4) Sequencing	Cymbals and Hand drum Space Pictures Record or tape of space music	SPACE TRIP Would you like to go to the moon with me? Come on, let's go - there's no charge, it's free. We'll get in a space ship to take our trip, We'll fasten our seat belts and sit just so. When we hear the number ZERO and a great big BOOM, We'll know we are on our way to the moon! 10-9-8-7-6-5-4-3-2-1-0 BOOM! (Use cymbals or hand drum for BOOM) *Source: Diane Penn

TIME:

10 - 15 minutes

DIRECTIONS:

1) Discuss words and show pictures: space, moon, no charge, free, space ship, seat belts, zero. Feelings: how it might feel to walk on the moon, to ride in space, would we walk the same on the moon as we do here on earth, etc. Try to get them to think creatively.

2) Say the poem slowly with the children dramatizing all the movements with you. Explain - "After the number zero is said and you hear the drum we will pretend to be the space ship going through space (run around). When you hear the sound of the drum again, that means we are on the moon. We stop running and sit down on the floor quickly." At this point ask questions. "What would we do next?" (unfasten our seat belts), next (open the space ship door), say: "Good responses! Let's get out and walk on the moon, but when you hear this sound (cymbal) it means to come back to the space ship to go back to earth."

3) Once the children understand the poem try reading the poem with no verbal or visual cues and see how well the children understand. After you have returned to earch, ask the children what they saw on the moon.

(A record of space music can be played while the children are walking on the moon. "Star Wars"!).

LESSON PLAN

OBJECTIVE

1) Vocabulary
2) Auditory Memory
3) Auditory Association
4) Temporal
5) Creative Self-Expression

MATERIALS

An instrument for each line. (The children should choose from many different ones.)

STORY

Abraham Lincoln

1. Ab-ra-ham Lincoln,
2. born in Kentucky
3. in a log cabin.
4. When he was 21, he moved away.
5. He worked in a store.
6. They called him honest Abe.
7. He got married.
8. He liked to make speeches.
9. He became President and freed the slaves.
10. He was dying in his bed
11. because he was shot.

TIME:

15 - 20 minutes

DIRECTIONS:
This is an example of a story written by Judy Harrison's SLD class at North Lakeland Elementary. They had seen a movie about Lincoln the morning before.

1) Ask questions about the subject. Try to get each child to give you a different sentence about the subject. As they give you these sentences write them on the board or poster board. Put the child's name beside the sentence they give you.
2) After the sentences have been given to you, read them to the class and ask questions until you get the story correctly sequenced.
3) After the story is in the correct sequence, ask each child which instrument he thinks would be the best sound for the sentence he gave you.
   Example: Abraham Lincoln
   Line 1) Everyone clapped the syllables of "Abraham Lincoln"
   2) Child chose hand drum
   3) Child chose wood block (because log cabins are made of wood)
   4) Child chose whistle (to sound like train)
   5) Bells (because doors in a store sometimes have bells on them)
   6) Shaker
   7) Finger Cymbals
   8) Tone block
   9) Cymbals
   10) Tambourine
   11) Triangle (played 5 times very slow)

The students selected these instruments during discussion about sounds, etc. Some chose to play on certain words or the whole sentence or after the sentence. Use this as an example and create your own thing. The children will remember the subject being studied longer.

LESSON PLAN

OBJECTIVE

1) Auditory Attending
2) Vocabulary
3) Concepts up and down
4) Auditory Association
5) Creative Self-Expression

MATERIALS

Wood block, Maracas, Tambourine, Finger Cymbals, Sand Blocks, Cymbals

SONG

RAIN CAME DOWN

1) The wise man built his house upon the rock, house upon the rock, his house upon the rock. The wise man built his house upon the rock and the rain came tumbling down.
(refrain) Oh the rains came down, the floods came up. The rains came down and the floods came up. The rains came down and the floods came up and the house on the
(1) rock stood fast.
(2) sand went splash.
2) The foolish man built his house upon the sand, his house upon the sand, his house upon the sand. The foolish man built his house upon the sand and the rains came tumbling down.
(refrain) using (2)

TIME:

10 - 15 minutes

DIRECTIONS:

1) Discuss words: wise, foolish, flood and any others you feel your class may have trouble with.

2) Explain that you are going to sing them a song using some of the words you have just discussed. You want them to listen very carefully because you are going to ask them some questions when you are finished.

3) Sing the song. Ask questions and discuss the song until you think they understand the concepts.

4) Sing the song again asking the children to echo you after each line. Pretend to build the houses as you sing and ask the children to help you by pretending rain is coming down by fluttering fingers down and lifting up, spread hands for "floods came up".

5) Play the different instruments asking the children which one would be good for each word with a line over it. Help them think about how a rock sounds when hit with a hammer, etc. Ex: (rock - wood block), (rain - maracas), (fast - finger cymbals), (sand - sand blocks), (splash - cymbals), (floods - tambourine played soft gradually getting louder).

6) Everyone sing the song again as the children with the instruments play on appropriate words. The others use hand movement to enact the meaning of the song.

LESSON PLAN

OBJECTIVE

1) Creative Self-Expression

2) Vocabulary

MATERIALS

No materials needed

ACTIVITY SONG

"Growing Up"

When I grow up

I can be.

Anything I want to be.

All I have to do is_____.

(children fill in)

Example: work hard
listen carefully

*Source: Diane Penn

TIME:

5 - 10 minutes

DIRECTIONS:

Good to use when working on a unit about workers or different kinds of jobs.

1) Discuss some of the jobs people do and what the children would like to do when they grow up. How one would learn to do certain jobs, etc.

2) Sing the song with the children echoing you after each line. At the end of the song choose a child to fill in the ending.

3) Everyone sing the song again and you choose different children to fill in the ending.

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SECTION THREE

Holiday Activities

LESSON PLAN

OBJECTIVE

1) Rhythm Stress and Syllabication

2) Sequential Auditory Memory

3) Vocabulary

MATERIALS

Ten (10) different instruments
See illustration page

SONG

(Tune to: "Did You Ever See A Lassie")

1) Oh, once I had a pump-kin,
A pump-kin, a pump-kin

Oh, once I had a pump-kin
With no face at all.
With no eyes, and no nose,
and no mouth, and no teeth.

Oh, once I had a pump-kin,
with no face at all.

2) So I made a jack-o-lan-tern,
jack-o-lan-tern, jack-o-lan-tern
So I made a jack-o-lan-tern
with a big funny face.

With big eyes, and big nose
big mouth, and big teeth.

So I made a jack-o-lan-tern,
with a big funny face.

TIME:

1st time 10 - 15 minutes depending on age group
2nd time 7 - 10 minutes

DIRECTIONS:

Discuss difference between a pumpkin and a jack-o-lantern. You might want to discuss the different shapes the eyes and nose can be. Also discuss the mouth can be a happy or sad, and how many teeth a jack-o-lantern can have. Have the instruments where the students can choose one for the words that are clapped on.

1) Teacher sings the song, clapping on the syllables with lines over them.

2) Ask the students to raise their hand if they can tell you one of the words you clapped on. If no one can remember, repeat the first verse, then ask again. When a student remembers a word say, "good for you, you get to choose and instrument to play on that word."

3) When the student chooses the instrument, have him say the word and play the instrument on the syllables of the word. Ex: "pump-kin"; if student chooses a drum, he would play the drum once on "pump" and once on "kin" as he says the word.

4) Repeat in same manner until all the clapped words have an instrument.

5) When all the instruments have been chosen say: "Let me hear the sound for jack-o-lan-tern!" Student who has that word should play his instrument and say the syllables as he plays. Repeat until all the words have been said and played.

6) "Now we are ready to sing the song". Everyone sings and the students with the instruments play on their word. It helps if the teacher points to each student when it is their time to play.

7) Repeat as many times as you wish. Have fun with this. If students do not get it right this time, they might another day. End with a positive statement.

Adaptation: Use the words turkey, reindeer, cupid, etc., in place of the pumpkin or jack-o-lantern.

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LESSON PLAN

OBJECTIVE

1) Auditory Memory

2) Creative Self-Expression

MATERIALS

Triangle, Finger Cymbals, Sand Blocks.

POEM

PUMPKINS

Five little pumpkins
sitting on the gate.
The first one said, "Oh it is getting late."
The second one said, "There are witches in the air."
The third one said, "We don't care."
The fourth one said, "Let's run, let's run."
The fifth one said, "Oh it's just Halloween fun."
Ooo, went the wind and out went the light,
and the five little pumpkins ran out of sight.

TIME:

1st time - 10 minutes
2nd time - 5 minutes

DIRECTIONS:

1) " I want you to listen very carefully to something I'm going to read to you because I'm going to ask you some questions when I'm finished. The ones who remember are going to get to do something special."

2) Read poem slowly with expression.

3) Ask students to raise their hands if they remember what the first pumpkin said. Repeat in this manner until you have finished all five sentences. If the students are having trouble remembering, repeat the poem and have them say it with you as a group.

4) Choose students who remember some of the sentences to be the first, second, third, fourth and fifth pumpkins. Choose a place in the room for the pumpkins to "sit" on the gate. Choose another place for the pumpkins to run to after you say, "ran out of sight".

5) Choose a student (not chosen to be a pumpkin) to be the sound of the wind on "Ooo went the wind". Discuss sand blocks sounding like wind.

6) Choose another student to be the sound (triangle or finger cymbal) for the word light on "out went the light".

7) Discuss how the first pumpkin feels, second, etc. Try and get them to act like what they are saying (for instance the third pumpkin is "cool"; he is not scared, etc.)

8) You say the poem until you get to "first one said" (first pumpkin says his sentence) "second one said" (second says his sentence, etc.) until you say "Ooo went the wind" (wind plays) "out went the light" (light plays) "and the five little pumpkins ran out of sight". Pumpkins run to predetermined spot.

LESSON PLAN

OBJECTIVE

1) Sequential Auditory Memory

2) Vocabulary Holiday

3) Creative Self-Expression

4) Auditory Association

MATERIALS

Wood block,
Sand block,
Hand Drum,
Tambourine,
Maracas
Pictures of:
1) skeleton
2) witches
3) pumpkins
4) goblins
5) children going trick or treat

SONG

ONE LITTLE SKELETON

1 little skeleton jumping up & down,
jumping up & down,
jumping up & down,
1 little skeleton jumping up & down,
For this is Halloween.

2 little witches flying thru the air,
flying thru the air,
flying thru the air,
For this is Halloween.

3 little pumpkins sitting in a row,
sitting in a row,
sitting in a row,
3 little pumpkins sitting in a row,
For this is Halloween.

4 little goblins walking down the street,
walking down the street,
walking down the street,
4 little goblins walking down the street,
For this is Halloween.

5 little children going trick or treat,
going trick or treat,
going trick or treat,
5 little children going trick or treat,
For this is Halloween.

TIME:
1st time 10 - 12 minutes
after that 5 minutes

DIRECTIONS:

If you can't find a picture of children going trick or treating, the discussion and pretending the children will do, will be sufficient.

1) "I want you to listen very carefully." "I'm going to ask you some questions after I sing the song."

2) Sing the song or play the tape.

3) "What was jumping up and down in the song?" After you get an answer discuss what a skeleton is and how it would sound if it could jump up & down. "Which of the instruments, that I have here, do you think would sound the most like a skeleton jumping up & down?" (Hopefully a student will choose a wood block or maracas.)

4) Sing the verse about a skeleton again with a student playing the sound that was decided on for skeleton.

5) Proceed using method in steps (3) and (4) until you have a sound for each verse.

6) After you have completed the verses sing entire song again with the instruments. You might want to have students who are not playing the instruments hold the appropriate picture for each verse.

7) Another day the students can act out each verse. One student being the skeleton, two being witches, etc. They can do this while the others sing and play the instruments. Have fun and encourage the children to be free and have a good time with this.

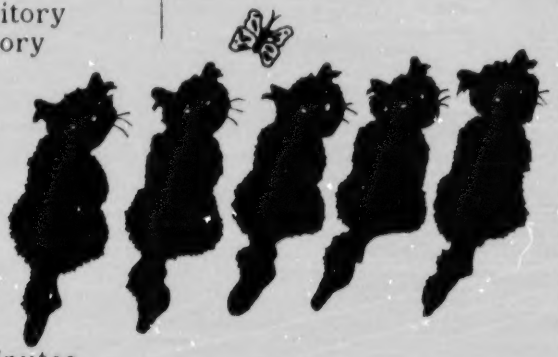
LESSON PLAN

OBJECTIVE

1) Recognition of Vowel Sounds
2) Rhythm
3) Self-Expression
4) Auditory Attending
5) Auditory Memory

MATERIALS

One sign for variety of instruments from which class can choose, (do include a hand drum)



TIME:

6 - 12 minutes

POEM

"Five black cats sat on a fence,
Waiting for Halloween"

One said, "Say!"
One said, "See!"
One said, "Sigh!"
One said, "So!"
One said, "Soo-oo-oo!"

"The old witch came and shouted, while looking rather mean:"

"A"
"E"
"I"
"O"
"U"
"Scaa - dooo!"

*Source: Cindy Moon

DIRECTIONS:

Review 5 vowels and the sounds that they make. Call class in a circle.

1) Instruct class to listen very carefully as you say the first stanza of poem. Clap on underlined words. Then, ask them if they noticed anything about the sounds of the word that the cat said: (say, see, sigh, etc.) Hopefully, they will notice. Repeat first stanza, slowly.

2) Finish poem, making sure to clap on A, E, I, O, U, and doooo.

3) Say poem again having class echo after each line.

4) Have children choose an instrument to play for each vowel. Ask them which instrument would be best for "doooo...!" (probably hand drum).

5) Let 5 children stand in front to be the cats. Each of them will hold 1 vowel sign. The "cat" with vowel a will jump up on say, the "cat" with vowel e will jump up on see. etc.

6) Let one child be the witch, when she runs in and shouts A, E, I, O and U the cats will stand on their vowel.

7) After class knows poem well, have those chosen to play instrument and those chosen to be characters perform while rest of class helps them recite.

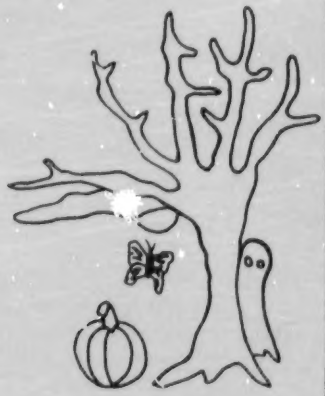
LESSON PLAN

OBJECTIVE

1) Creative Self-Expression
2) Auditory Attending
3) Gross Motor
4) Vocabulary

MATERIALS

Cymbals (for gong)
Wood block (for clock)
Halloween picture in some sort of frame



POEM

PICTURE SCENE

"Each child makes a picture of Halloween-then it comes alive,

Pumpkins, and ghosts, scare-crows, and trees,

Witch on a broomstick---
Get ready, now FREEZE!

At the sound of the gong, the scene comes alive.

With Halloween capers, all doing the jive---

But please don't forget, when the clock strikes twelve,
Get back in your frame and do it so well. That no one will know---until next Halloween!

*Source: Grace Nash

TIME:

5 - 10 minutes

DIRECTIONS:

1) Discuss what a "scene" is, bringing out what kinds of things we would see on a Halloween night. Discuss words: frame, picture, capers, jive.

2) Read the picture scene. Asking questions about what you read to see if they understand. Talk about the sounds in the scene and what they should listen for.

3) Ask certain students to demonstrate what they would like to be.

4) Discuss word "freeze".

5) After each student has an idea of what they would like to be (other "things" can be added) read the scene again telling the students to follow the directions.

6) Try other scenes at different times during the year. History, other holidays, sports, etc.

LESSON PLAN

OBJECTIVE

1) Auditory Memory Skills

2) Vocabulary & Syllabication

3) Temporal Sequence

4) Pragmatics

MATERIALS

4 different instruments

See appendix for illustration.

TIME:

10 - 15 minutes

SONG

(Tune to: "Skip to My Lou")

1) Tūr-kēy in the barnyard
What does he say?

Tūr-kēy in the barnyard
What does he say?

Tūr-kēy in the barnyard
What does he say?

Gōb-blе, gōb-blе, gōb-blе,

gob-ble, gob-ble, ay.

2) Tūr-kēy in the oven,
What do we say? (Repeat 3 times.)

Yūm-mȳ, yūm-mȳ, yūm-mȳ,

Yūm-mȳ, yūm-mȳ, aȳ.

3) Tur-key in my tummy,
What do I say? (Repeat 3 times)

I ate too much on

Thānks-gīv-īng Day.

DIRECTIONS:
To save space the first verse only is written in the complete form. Verses 2 and 3 are sung in the same order as verse one. Discuss the word yummy, sounding like tummy.

1) "Listen while I sing". "I'm going to ask you some questions when I finish." Sing the first verse only, clapping on the syllables with lines over them.

2) "Which words did I clap on?" "Let's count how many times I sang gobble. Sing and clap gob-ble line again, counting with fingers in the air as you go."

3) "I'm going to sing the song again." This time be my echo." Clap and sing first line. Children will echo you. Repeat in this manner until you finish the first verse.

4) Repeat in this manner for verses two and three. Discuss "he", "we", and "I" and why we say them.

5) After children are familiar with the song, add instruments to the words that were clapped. It is better to take one verse at a time.

6) Sing each verse with the instruments playing on the proper words when you sing them. Make sure the children playing the instruments are singing. This helps them to play their word at the proper time.

LESSON PLAN

OBJECTIVE	MATERIALS
1) Auditory Memory & Sequencing	Picture of a turkey Cranberries, Pumpkin, and all of these in a dinner.
2) Pragmatics	See appendix for illustration

SONG

Thanksgiving Day

1) The turkey ran way before Thanksgiving Day, Said he, "A dinner I'd make if I should stay."

2) The cranberries ran away before Thanksgiving Day, Said they, "cranberry sauce we'd be if we should stay."

3) The pumpkin ran away before Thanksgiving Day, Said he, "Pumpkin pie I'd be if I should stay."

4) But then they all came back before Thanksgiving Day, Said they, "A dinner you'll need on Thanksgiving Day."

Substitute any vegetable for another verse.

TIME:

10 - 20 minutes

DIRECTIONS:

Discuss meaning of the last sentence of each stanza so the child understands passive sentence structure form. "What does that sentence mean? Why did the turkey want to run away before Thanksgiving Day?"

1) "Listen while I sing you a song." "I'm going to ask you some questions when I finish, so listen real carefully."

2) After the song ask some questions such as: 'What kind of dinner was I singing about?' 'Who ran away first, second, third?' 'Do you know what cranberries are?'

3) Sing the first verse again with the children echoing you after each line. Then do the rest of the verses in the same way.

4) Choose some children who have been participating well, to act out the part of the turkey, cranberries, and pumpkin.

5) Sing the song again. Let the children you have chosen run away at the appropriate time in the song and all of them will come back to the group on the fourth verse.

Adaptation: Make simple bean bags in shape of turkey, cranberry, etc. out of felt. Use with the song and toss into a waste can or box. Ex: The green beans ran away before Thanksgiving Day, Said they, "a casserole we'd be if we should stay".

LESSON PLAN

OBJECTIVE

1) Gross Motor

2) Auditory Attending

3) Rhythm Stress & Syllabication

MATERIALS

Hand Drum

SONG

* *
1) Ki-yi-yi-yi, ki-yi-yi-yi

Indian beats his drum.
* *
2) Ki-yi-yi-yi, ki-yi-yi-yi
* *
beats his big hand drum.

3) Wah
(Tap hand quickly over mouth to make Indian war-call)

TIME:

10 - 15 minutes

DIRECTIONS:

It can be said instead of sung. The important thing is to give a strong or loud emphasis on the words with * sign over them.

1) Discuss Indians, bringing out such things as: They walked very quietly, they did different kinds of dances (war, rain, etc.). At Thanksgiving time discuss the Indians role in the first Thanksgiving.

2) "Today we'll pretend we are Indians and we are going to have an Indian dance. First we have to learn a song (or poem)." "Listen."

3) Sing or say the first section speaking loud on words with * over them and soft on the other words.

4) "This time I will sing (or say) the words again and you be my echo. "Say first line remembering to make voice loud and soft as before. Let children echo you making sure thay make their voices like yours.

5) Repeat each line in this manner until the song is finished. On word "Wah" put hand on and off mouth "Indian fashion".

6) "Stand up and do what I do." Repeat the song using proper dynamic (loud or soft) voice levels and making your head and body (from waist up) go down on loud words & up slowly on soft words (like an Indian dance).

7) Repeat (6) playing the drum on words with * over them.

8) Choose a student to play the drum. Let them take turns.

9) After the children are familiar with the song and dance they can choose what kind of a dance it could be (war or rain) or maybe they will have ideas of their own---enjoy it!!

NOTE: If the children start to get overly excited during this activity, remind them how quiet Indians can be and get them to pretend to be quiet Indians before proceeding.

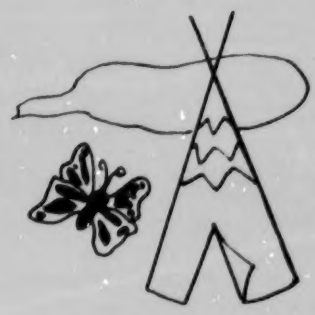
LESSON PLAN

OBJECTIVE	MATERIALS
1) Auditory Attending 2) Vocabulary	Hand Drum or any other instrument of the students choice

ACTIVITY-SONG

(Tune to "Mary had a Little Lamb")

The Indian has a big Tee-pee,
a big Tee-pee, a big Tee-pee.
The Indian has a big Tee-pee,
and that is where he lives.



TIME:

7 minutes

DIRECTIONS:

Discuss the word Tee-pee, how they look, what kind of signs and pictures are on the outside, etc.

1) Sing the song completely through clapping on the word Tee-pee.

2) Sing the song one line at a time with the children echoing after each line. Make sure they also clap on the word Tee-pee.

3) Sing the song again and this time stamp your feet as well as clap on the word Tee-pee.

4) Let one child choose an instrument to play on Tee-pee. Sing the song again with the children clapping and stamping and the child playing the instrument on Tee-pee.

The children could also do this as an Indian dance around a pretend Tee-pee or one they have made.

Adaptation: Eskimo - Igloo
Native - Hut, etc.

LESSON PLAN

OBJECTIVE	MATERIALS
1) Vocabulary 2) Rhythm 3) Gross Motor	No materials needed (Optional) Indian Headbands

SONG

(Tune to "Mulberry Bush")

Where, or where does an Indian live?

Where, or where does an Indian live?

Where, or where does an Indian live?

He lives in a Tee-pee.

TIME:

3 minutes

DIRECTIONS:

Discuss the word Tee-pee etc.

1) Sing the song completely through. Sing the song completely through again but leave out the word Tee-pee and let the children sing it to you.

2) Tell the children to watch and listen to you sing the song again doing an Indian dance (going up and down from the waist). As you sing it, make sure to stop or freeze on the word Tee-pee.

3) Ask the children to do what you did with your body while you sing. Observe to see which ones can move their body correctly and who froze on the word Tee-pee. Help the ones who did not do it correctly.

4) Everyone sing and dance the song again.

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LESSON PLAN

OBJECTIVE

1) Creative Self-Expression

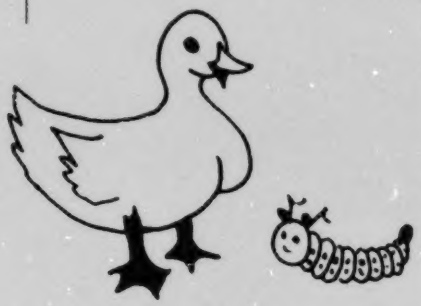
2) Cognitive Development

MATERIALS

1) Two different instruments. Students choice.

2) Picture or decoration of a turkey.

3) Picture of duck. See appendix for illustration.



SONG

Mr. Duck went to visit
Mr. Turkey
And he walked with a
waddle, waddle, waddle.

He said, "How do you do?"
Mr. Turkey.

And Mr. Turkey said, "Gobble,
gobble, gobble."

*Can be used with a picture of cupid at Valentines time (in place of turkey) or a rabbit at Easter. Santa or a reindeer at Christmas. Let the children change the sentences to fit."

TIME:

10 -20 minutes

DIRECTIONS:

Can be used as a poem rather than a song. Use it the way you feel most comfortable. You may need to discuss the meaning of the word "visit".

1) "Listen while I sing this song (or say this poem) and see if you can answer some questions when I finish. Sing or say the song with emphasis on words, waddle, waddle, waddle; "How do you do?"; and "gobble, gobble, gobble."

2) "Raise your hand if you can tell me who walked with a waddle, waddle, waddle." When child gives you the answer verbally reinforce with, "good boy, or good girl"!

3) "Raise your hand if you can tell me what the duck said to Mr. Turkey". After a response, give a positive statement.

4) "Raise your hand if you can tell me what Mr. Turkey said." Give a positive statement to the child who remembered. "We're going to play a pretend game now."

5) Let two of the students who could remember what Mr. Duck and Mr. Turkey said hold the pictures of the turkey and the duck. Help the children decide where Mr. Turkey lives and have the child holding the turkey picture get on his knees in that spot. "You are pretending to be Mr. Turkey, tell me what Mr. Turkey said?" Child says, "gobble, gobble. gobble".

6) Decide where Mr. Duck lives. The child with duck picture goes to this spot. Discuss and demonstrate what a waddle is.

7) "We are going to sing the song again. While we sing Mr. Duck is going to waddle over to visit Mr. Turkey." Stop when you get to the words, "How do you do?" The child who is Mr. Duck says this, then sing "and Mr. Turkey said" "stop and let the child who is Mr. Turkey say, "gobble, gobble, gobble".

8) After the children can sing the song easily, you could review the sequence or ask the children what they think Mr. Duck sang to Mr. Turkey. Ask if they can think of another ending, etc.

LESSON PLAN

OBJECTIVE

1) Visual Attending

2) Spatial Concept behind

3) Fine Motor

MATERIALS

No materials needed

FINGER PLAY

The Turkey

Gobble, gobble, says the turkey. (Fist forms body-right hand, left with fingers form tail, thumb on right hand stuck out is turkey's head)

Soon will be Thanksgiving day.

Would you eat me, how you treat me!

I will run away ----------.
(hands behind back)

TIME:

10 - 15 minutes

DIRECTIONS:

Good for pre-school, kindergarten and autistic.

1) Repeat the finger play slowly using proper motions.

2) Repeat again pausing after words "would you eat me" so the children can give you an answer. After they have answered finish the finger play.

3) Discuss the parts of the turkey your hands are forming. "Can your hands make a turkey?" Let them try to make their hands do as you do.

4) "Where are my hands when the turkey runs away?" Work on concepts behind.

5) Choose a child to pretend to be the turkey. Let this child act out the finger play as you and the class say it.

LESSON PLAN

OBJECTIVE	MATERIALS	POEM
1) Vocabulary 2) Creative Self-Expression	No materials needed	We gather together To thank God, our Father For "food" and "fun" (child fills in two things) We thank Him today.

TIME:

3 - 5 minutes

DIRECTIONS:

This is a nice short song or (you can say it) to use at Thanksgiving to encourage language development.

1) Discuss what being thankful is and why we give "thanks" on Thanksgiving. Discuss Pilgrims and first Thanksgiving.

2) Sing or say the words above. You can say what you are thankful for the first time through.

3) Sing or say it again giving each child a turn to say what he is thankful for.

LESSON PLAN

OBJECTIVE

1) Recognizing numbers 1-10

2) Subject Verb/ Agreement Vocabulary: Singular, Plural

MATERIALS

Ten instruments (or one for each child)

Ten angels with # 1-10 on them. See appendix for illustration.

SONG

Band of Angels

There was one, there were two, there were three little angels. There were four, there were five, there were six little angels. There were seven, there were eight there were nine little angels. Ten little angels in that band.

Refrain" Oh, what a band Christmas morning, Christmas morning, Christmas morning.

Oh, what a band Christmas morning. Christmas morning soon.

TIME:

10 - 20 minutes

DIRECTIONS:

1) Sing the song then ask the students how many angels you were singing about.

2) Sing one line at a time with children echoing you.

3) Sing the song through again with students holding up one finger at a time. (10 fingers)

4) Distribute the angels (not necessarily in order). Asking each child what number he has as you give him the angel with a number on it.

5) Sing the song again. The child with number one angel stands up (stays standing) etc. until all ten angels are standing. During the refrain have the children move the angels, left to right or up and down in the rhythm of song.

6) Let all the children who were not angels have an instrument to play on words one, two, etc. through ten. Then let all of them play together on the refrain.

7) It is fun to do this many different ways. Have fun with it.

LESSON PLAN

OBJECTIVE	MATERIALS	SONG
1) Auditory Association 2) Auditory Memory 3) Vocabulary 4) Visual Attendng	Wood Block or Tone Block, Bells	Tap, Tap, Tap, Tap goes the little hammer Ring, Ring, Ring, Ring goes the the little bells We are Santa's helpers Tap, Tap, Tap, Tap, Tap, Tap We are Santa's helpers making Christmas toys. *Source: Karen Bolton

TIME:

10+ minutes

DIRECTIONS:

1) Sing the song through, using motions on words with lines over them:
   tap - Strike fists together
   ring - "Ring" with two hands

2) Sing the song one line at a time with the children echoing your voice and movements after each line.

3) Ask the students which of the instruments would be the best to play on the words tap and ring. The child who chooses the instrument should play on the correct word.

4) Repeat the song with the children who have the instruments playing on the correct word and the other children doing the motions.

LESSON PLAN

OBJECTIVE

1) Creative Self-Expression

2) Auditory Attention

3) Vocabulary Classification

MATERIALS

Triangle, Finger Cymbals, Bells.

If available - Tone bells, Xylophone, Autoharp

POEM

WHICH TOY ARE YOU?

November is over & Christmas is near,
There are all sorts of presents and toys right here---
So put down your heads and close both eyes.
Awake in a toy shop. What a surprise!
And each toy's face is a face you have seen,
Why - everyone's here - that's what I mean.
Which toy are you? Get ready to show,
When toy maker's magic starts you to go:

"Wind up the key, wind up the key, now you're alive, alive as can be."

*Source: Grace Nash

TIME:

5 - 15 minutes

DIRECTIONS:

1) Read the poem to the children telling them to think about what you are reading. Ask some questions and talk about different kinds of toys, or what toy they would like to have for Christmas, etc.

2) After they have decided which toys they would like to be say the poem again asking the children to make their bodies do what the words say. Explain that you will be the "Toy Maker" and that when you touch one of them on the last two lines they are to move like the toy they are pretending to be. All should keep moving until you have touched each child.

3) Children could take turns prtending to be toys and playing instruments.

LESSON PLAN

OBJECTIVE

1) Quantitative Concepts: Numbers 1-5 & Subtraction
2) Rhythm, Stress & Syllibication
3) Auditory Sequential Memory
4) Turn Taking

MATERIALS

5 sets of bells (or 2 bells and 3 finger Cymbals

5 paper bells

POEM

Five Little Bells

Five little jingle bells hanging on the door.
One fell off, now there are four.
Four little jingle bells ringing so free.
One fell off, now there are three.
Three little jingle bells looking so new.
One fell off now there are two.
Two little jingle bells ringing in the sun.
One fell off now there is one.
One little jingle bell isn't much fun.
It fell off, now there are none.

TIME:

3 - 12 minutes

DIRECTIONS:

1) Say the poem through once. Ask children to be your echo. Say each line with them echoing after you.

2) Give out the bells with numbers on them. If child can tell you his/her number pin the bell on them and give them a bell to ring.

3) All say poem again, each child who has a number and a bell should play their bell on their number and no other time.

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LESSON PLAN

OBJECTIVE	MATERIALS	SONG
1) Rhythm, Stress and Syllabi-cation	Bells	Ring The Bells (Tune to: "Row Your Boat") 1) Ring, ring, ring the bells 2) Ring them loud and clear 3) To tell the children everywhere 4) Christmas time is here.

TIME:

5 - 10 minutes

DIRECTIONS:

1) Sing the song through, playing bells while you sing. Stop playing the bells after line two but continue singing.

2) Ask children if you played the bells all the time you were singing. If there is no correct reply repeat step #1. If some say "no" let them each have a bell to play while you sing again with children echoing after each line.

LESSON PLAN

OBJECTIVE

1) Creative Self-Expression
2) Sequential Auditory Memory
3) Vocabulary
4) Auditory Association

MATERIALS

Bells

TIME:

10 - 20 minutes

POEM

CHRISTMAS TREE ACTION VERSE

1) Riddle, riddle, riddle ree,
Dance around the Christmas tree.

2) Tolling bells, tolling bells,
Carolers singing, "Jingle Bells."

3) In the churches, steeples tall
Organs play, "To Worship, All".

4) Tie that package, make a bow
Take it to the one you know.

5) Holly wreath on the door,
"Merry Christmas", that's what for!

*Source: Grace Nash

DIRECTIONS:

1) Ask the children to listen carefully while you read the verse because you want them to think of some ways they can move to the verse. Read verse all the way through.

2) Ask the children to form a circle pretending there is a "big Christmas tree" in the middle of the circle.

3) Say each line asking the children to echo you. Then stop and ask what kind of movement or actions would be good for that line.

4) You may have to make suggestions at first to get the children started. On line (2) some could play the bells. Have fun with this.

LESSON PLAN

OBJECTIVE

1) Attention to Rhythm, Pulse
2) Auditory Memory
3) Vocabulary
4) Visual Attending
5) Auditory Association

MATERIALS

1) No materials needed if purpose is to simply sing and imitate.
2) Three different instruments (children's choice) to be played on words "boom boom," "Mama" and "toot toot"

SONG

(Tune to "Mulberry Bush")

1) Dear Santa came down the chimney flue, the chimney flue, the chimney flue. Dear Santa come down the chimney flue early Christmas morning.
2) He brought a drum that went boom, boom, that went boom, boom that went boom, boom. He brought a drum that went boom, boom early Christmas morning.
3) He brought me a doll that said Mama.....
4) He brought me a horn that went toot toot.....
5) Dear Santa went up the chimney flue.....

*Source: Karen Bolton

TIME:

15 minutes

DIRECTIONS:

1) Discuss Santa coming down chimney. Ask the children what toys they want for Christmas, etc. Could read the story: Twas the Night Before Christmas.

2) Sing the song completely through clapping where indicated. Ask questions about the song to see who paid attention.

3) Sing the song again, one verse at a time and instruct the children to echo your voice and to imitate your motions -

1st - Make "down" motion on word "down" (exaggerate).
2nd - Make beating motion with hands on boom, boom.
3rd - "Rock" the baby on doll.
4th - Make a motion like a trombone on toot, toot.
5th - Make "up" motion on word "up" (exaggerated).

4) When the instruments are used ask three children to choose an instrument to play on the words boom, boom, ma-ma and toot, toot. The child who has the instrument for the word boom, boom should play that instrument each time the word boom, boom is sung etc.

Ex. If the drum is chosen for boom, boom the child will play the drum once each time boom is sung. The child playing on the word ma-ma will play twice, once on each syllable, each time the word ma-ma is sung. The child playing on the word toot, toot will play once on each toot every time toot is sung.

LESSON PLAN

OBJECTIVE

1) Auditory Attending

2) Rhythm, Stress & Syllabication

3) Vocabulary

MATERIALS

Claves, Hand Drum
Maraca

Hanukah picture
(Menorah or dreydle)

SONG

Latkes
(Tune to "Shortin' Bread")

(1) Mamas little baby loves

Lāt kēs Lāt kēs
Mama's little baby loves

Lāt kēs, too

(2) Put away the jām

Put away the jēl Īy

Now's the time to

rub your belly
(rub stomach)

Repeat if desired

TIME:

5 - 8 minutes

DIRECTIONS:

1) Talk to the children about Hanukah, what it is, when it is etc. Explain that Jewish people have special songs they sing at this time of year. Tell them they are going to learn one of these songs. "It is about Latkes, Latkes are something to eat." "They are like a pancake and they are made from potatoes." When you feel the children have a fair understanding of the concept proceed with the song.

2) Sing the song clapping where indicated. Repeat the song one line at a time with children echoing you after each line. Do this several times.

3) Ask the children, "which words did we clap on?" Let the children who remembered decide which instruments would be a good sound for Latkes, Jam & Jelly. After they have chosen the instruments repeat the song with these children playing the instruments on the appropriate words. Let other children have an opportunity to play the instruments when you sing the song again.

LESSON PLAN

OBJECTIVE

1) Auditory Memory

2) Temporal Concepts: Calendar

MATERIALS

Triangle
Hand drum
Tone block
Chalk & chalk board with 1982 and 1983 written on the board.

ACTIVITY

1 - 9 - 8 - 2

This is nine teen eight y two

A new year for you,

A new year for me -

Next year will be 1 - 9 - 8 - _
(child fills in missing number)

Nine teen eight y three.

*Source: Diane Penn

TIME:

3 - 6 minutes

DIRECTIONS:

1) Say the poem clapping where indicated. Stop where the child is to fill in the missing number. The child who fills in the number correctly chooses an instrument to play on that number (3) and writes the number in the correct space on the board.

2) Say the poem again with the children echoing you after each line.

3) Ask a child to choose an instrument for the numbers 1, 9, 8 (discussing why these numbers will stay the same for years and the last number changes each year. Choose another child to pick an instrument to play on two.

4) Everyone says the poem again and the children with the instruments play on their number.

Ex: (Wood block plays on) 1 - 9 - 8 - _ -

(Triangle) 2

This is (wood block) nine teen eight y (Triangle) two.
A new year for you, A new year for me, Next year will be (wood block) 1-9-8

(hand drum) 3 (Wood block) nine teen eight y (hand drum) three.

LESSON PLAN

OBJECTIVE

1) Gross Motor Development
2) Turn taking
3) Pragmatics

MATERIALS

Hand Drum

ACTIVITY-POEM

VALENTINE

1) Do you love me
   or do you not?
2) You told me once
   but I forgot.

TIME:

10 - 16 minutes

DIRECTIONS:

1) Say the poem to the children. Say the poem again one line at a time with children echoing you. Repeat several times.

2) Ask the children to raise their hand if they remember the first line. Choose someone to say it. If the child says it correctly tell them they are going to be the first one to be "it" in a game.

3) Ask who knows the second line and the child that says this correctly gets to be the first person to play the hand drum.

4) Form a stand-up circle with all the children. Select one child to be a walking or magic valentine that can talk. Then select a drummer. The magic valentine skips around the inside the circle until the drummer stops. The magic valentine turns to the closest child and repeats the poem. If the child from the circle answers "yes", he/she becomes the magic valentine and the first student becomes a participant in the circle. If the student from the circle answers "no", the magic valentine skips off again accompanied by the drum until the sequence is repeated. You can change drummer as "it" changes.

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LESSON PLAN

ACTIVITY-SONG

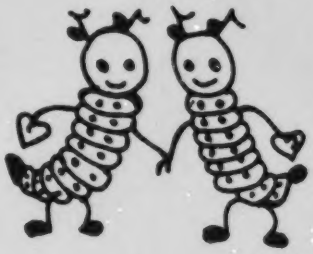
OBJECTIVE	MATERIALS
1) Auditory Memory 2) Gross Motor Development	No materials needed

VALENTINE
(tune of "Muffin Man")

O will you be my valentine,
my valentine,
my valentine,

O will you be my valentine

and hold your hand in mine.



TIME:

10 - 15 minutes

DIRECTIONS:

1) Sing the song all the way through. Sing again with children echoing you after each line.

2) Everyone sing again skipping around in a circle as you sing. Give the ones who have trouble skipping some extra help during this time.

3) Form a large circle and choose someone to be "it". "It" skips around the inside of the circle while everyone sings the song through one time. On the word mine "it" should bow to one of the children. They join hands and skip around the circle together while the song is sung again. Continue until all have had a turn.

Adaptation: (1) One child skips in center.
(2) Child who is asked. Can answer
Yes, I will be your valentine
your valentine
your valentine
Yes, I will be your valentine
so put your hand in mine

LESSON PLAN

OBJECTIVE

1) Auditory Attending
2) Fine Motor Coordination
3) Visual attending
4) Rhythm, Stress, and Syllabrication

MATERIALS

1) No materials needed if used as a finger play
2) Six different instruments if used with clapping on words with lines above the syllables

POEM

Valentines

Val-en-tines, Val-en-tines

How many do you see?

Val-en-tines, Val-en-tines

Count them all with me:

One for fa-ther

One for mo-ther

One for grand-ma, too

One for sis-ter

One for bro-ther

And here is one for you.

*Source: Karen Bolton

TIME:
10 minutes

DIRECTIONS:

1) Say the poem through, using as a finger play.
On words: father (hold up thumb)
mother (hold up pointer finger)
grandma, too (hold up middle finger)
sister (hold up ring finger)
brother (hold up little finger)
And here is one for you (make heart shape with thumbs and pointer fingers)

2) Say the poem one line at a time asking the children to repeat the words and finger movements. Repeat the poem several times.

3) On another day or when you feel the children are ready. Repeat the poem clapping where the lines indicate. Ask children to choose an instrument for each of the words on which you clapped. Repeat the poem again adding the different instruments on the words.

Other versions would be to have the children dramatize the poem or put different body movements on each word clapped on.

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LESSON PLAN

OBJECTIVE	MATERIALS
1) Auditory Attending 2) Gross Motor 3) Rhythm Stress & Syllabication 4) Rhyming Words	Maracas, Sand block, Bells, Tone block, Finger cymbals. (If available use tone bells all the way through the poem on verses 1-4) (1) G A G E (2) G A G E (3) G A G E (4) E G G C

ACTIVITY-POEM

(Good for Valentine's Day)

1) Roses are Red

2) Violets are Blue

3) Sugar is Sweet

And

4) So are You

*Source: Richard Spalding

TIME:

10 - 20 minutes

DIRECTIONS:
Through out most of these activities a direction to clap is matched with a line over each syllable in the word. During this activity you will notice only one line over the words at the beginning and end of each line. This is done to emphasis a strong beat at the beginning and end of each line.

1) Say and clap the poem. Say it again asking the children to be your echo after each line. Be sure they clap only when you clap.

2) "Stand up and watch what I do while I say the poem again". Say the poem and instead of clapping step with your right foot on the first beat of each line and left foot on last beat.

3) Say the poem again with the children doing exactly what you do.

4) Walk and say the poem again with the children following you. Play the drum on the first and last beat of each line. Make a definite stop when you play and say the last words of each line. Walk again even though you play the drum on the first beat.

5) After you feel the children have the rhythm in their bodies and can say the poem let 4 children choose an instrument to play on the two beats of each line while the rest move and say the poem. Ex: (1) Drum plays on Roses & Red, (2) Finger Cymbals on Violets & Blue, (3) Maracas on Sugar & Sweet, (4) Tone block on So and You.

6) If you have the use of tone bells it is fun to write the notes (as shown under materials) and let the children who are capable play the notes during the poem.

LESSON PLAN

OBJECTIVE

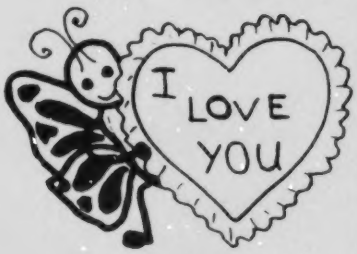
1) Auditory Attention

2) Gross Motor Development

3) Social Skills

MATERIALS

No materials needed



SONG

(Tune to "Skip to My Lou")

I have a valentine just for you.
I have a valentine just for you.
I have a valentine just for you.
I'll give you my heart, my darling.

Found a true love, what shall I do?
Found a true love, what shall I do?
Found a true love, what shall I do?
I'll give you my heart, my darling.

*source: Karen Bolton

TIME:

15 minutes

DIRECTIONS:

1) Play this like "London Bridge". Two people join hands to form an arch. Others, hold hands and pass under the arch. At end of first verse, child is "caught". During second verse, he is rocked back and forth, then he becomes part of the arch.

LESSON PLAN

OBJECTIVE

1) Visual Association
2) Auditory Association
3) Vocabulary-Size Concepts
4) Counting

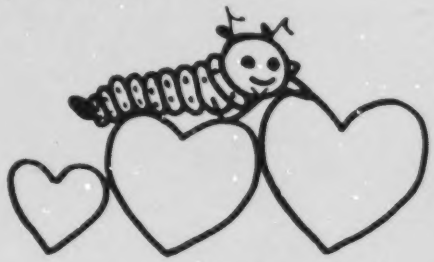
MATERIALS

3 hearts-small, medium, & large
Finger cymbals,
Triangle,
Cymbals

ACTIVITY POEM

Hearts

1) A little heart
2) A bigger heart
3) A great big heart I see
4) Let's count the hearts-shall we?
5) One - two - three.



TIME:

3 - 8 minutes

DIRECTIONS:

1) Say the poem. As you say the first line hold the small heart in front of you, secondnd line hold the medium heart, third line hold the large heart.

2) Hold the heart up one at a time in a different sequence. Ask which one is this (little-small), (great-big-large), (big-medium).

3) Give the valentine to three children directing them to stand when "a little heart" is said if they have the small or little heart, etc. Everyone then says the poem again.

4) Play the three instruments and ask the children to choose the sound they think would be best for each sized heart.

5) After the instruments have been chosen, let three children play the instruments while another three children hold the hearts on the proper lines. Everyone else says the poem.

LESSON PLAN

OBJECTIVE	MATERIALS
1) Auditory Memory	Finger cymbals, Drum, Bells, Tone block, Wood Block, Cymbals
2) Pragmatics	
3) Syllabication	
4) Vocabulary	

ACTIVITY SONG

VALENTINES
(Tune to: Jingle Bells)

Val-ēn-tīnes, val-ēn-tīnes,

Val-ēn-tīnes for you.

Big red hearts and candy tarts with lacy edges too.

I lovē yōu, I lōve yōu

will you please be mine?

This is what my secret is

Will you be my Val-ēn-tīne?

TIME:

5 - 12 minutes

DIRECTIONS:

1) Discuss the unfamiliar words in the song. "Valentines" is a hard word for some children. They substitute the letter M for N. It will be helpful to have them clap the syllables while saying "Valentine".

2) After the children understand what they are going to be singing about, ask them to listen carefully while you sing the song.

3) Sing the song slowly clapping where lines are indicated. Ask if they know another song we sing that sounds like that. Try and help them recall by giving them clues, "we sing it at Christmas," etc.

4) Sing the song again with children echoing you after each line.

5) After they can sing it with you choose a child who has remembered the words well to choose an instrument to play on the syllables of Val-en-tine. Choose another child to choose another instrument for the words, "I love you."

6) Everyone sing the song again while the children play their instruments every time their words are sung in the song.

7) Ask the two children who have played the instruments to choose someone to take their place. These children can play the same instruments or choose two different ones while everyone sings the song again. Continue in this manner until all have had a chance to play an instrument.

LESSON PLAN

OBJECTIVE	MATERIALS
1) Vocabulary Colors	Finger cymbals, Claves, Tone Block, Drum,
2) Creative Self-Expression	Easter eggs in all colors (paper or plastic)

SONG

Easter Eggs
(Tune to "Jolly Ole St. Nicholos")

Ēast-ēr ēggs

Ēast-ēr ēggs

Yel-lōw, pīnk and blue

Do you think the būn-ny

hid them here for you?

*Source: Diane Penn

TIME:

5 - 12 minutes

DIRECTIONS:

1) Sing the song clapping where indicated.

2) Sing the song again with the children echoing you after each line.

3) Ask on which words they clapped. After they know the words that received claps, let them choose an instrument for the different words (use the same instrument for the color words).

4) Sing the song again using the instruments.

5) Sing the song again with another child holding up the appropriate colored egg when the color of the egg is sung. After the children know the song well, change the colors when you sing it again. Another child can hold up these colors.

6) Another version is to let a child be the "Easter Bunny" and hide the eggs while everyone sings

LESSON PLAN

OBJECTIVE	MATERIALS
1) Auditory Attending	Rabbit ears or A big paper rabbit
2) Creative Self-Expression	Tone block Hand drum
3) Gross Motor Development	

POEM

EASTER RABBIT

I saw a little rabbit
That went hop, hop, hop.
And he had big ears
That went flop, flop, flop.
And this little rabbit
was very, very queer.
He shook one leg,
And he wiggled one ear.

TIME:

4 - 8 minutes

DIRECTIONS:

1) Say the poem clapping where indicated.

2) Say the poem again with children echoing you.

3) Play the drum and the tone block and let the children decide which one to use on the word "hop" and which to use on the word "flop".

4) Choose a child to be the rabbit while the others say the poem with the instruments being played on the appropriate words.

LESSON PLAN

OBJECTIVE	MATERIALS
1) Rhythm and Syllabi-cation	Drum, triangles, cymbals, tone bells (if available)
2) Auditory Attending	Notes to be played on bells. E D C Hot Cross buns E D C Hot Cross buns E E E E One a pen-ny D D D D Two a pen-ny E D C Hot Cross buns See appendix for illustration.

SONG

Hot Cross Buns

Hot Cross Buns (clap)

Hot Cross Buns (clap)

One a pen-ny

Two a pen-ny

Hot Cross Buns (clap)

*Source: Richard Spalding

TIME:

15 - 20 minutes

DIRECTIONS:

The story of Hot Cross Buns and a recipe for these buns is in the appendix. Using all of these together is a real learning expreience for the students.

1) Say the poem clapping where lines indicate.

2) Say the poem again with children echoing you after each line.

3) Make sure to use the 2 E's, D's, and C's, in the tone bell set and remove all the other notes. Put masking tape on the notes with the number of the order they are to be played. E should have a (1) one it; D a (2); C a (3) - this will help the younger children in playing.

4) Say the poem again with a child playing the drum on "Hot". On the clap line where there is no word have 2 children play the triangles and another play the cymbals.

5) Repeat as in step (4) adding two children playing the tone bells as everyone plays and says the poem.

This can be simplified depending on the age group. Experiment.

SECTION FOUR

Examples for Expansion of Lesson Plans

EXAMPLES FOR EXPANSION OF LESSON PLANS

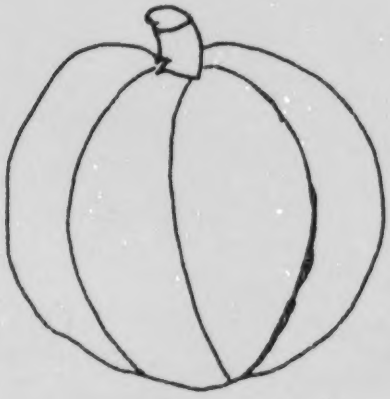
SUGGESTIONS

Sally Anderson, Speech Pathologist for Severe Speech and Language Resource Room at Brigham Elementary, Winter Haven, Florida has reinforced some of these activities by using papers such as these.

These were used to visualize the song and help with retention. They could be colored and sent home. These are good ideas and you might want to try these or make your own.

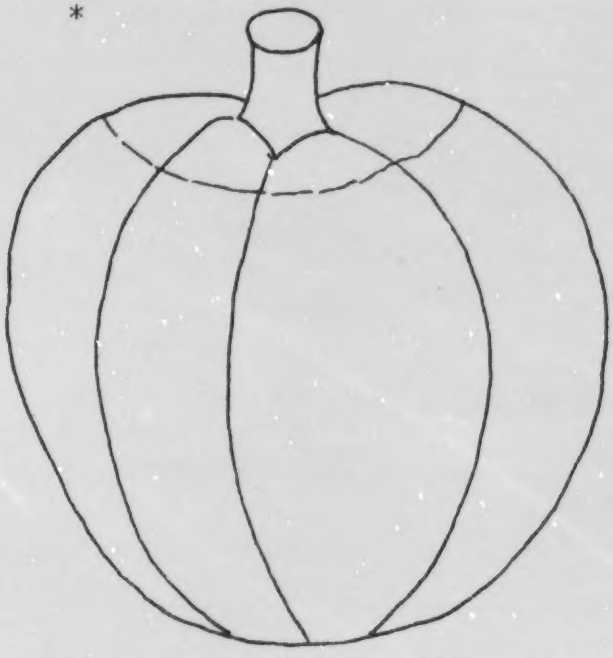
Some of these may be duplicated for worksheets.

Oh, once I had a pumpkin, a pumpkin, a pumpkin
Oh, once I had a pumpkin with no face at all
With no eyes, and no nose and no mouth and no teeth
Oh, once I had a pumpkin with no face at all. . . . .



So I made a jack-o-lantern, jack-o-lantern, jack-o-lantern
So I made a jack-o-lantern with a big funny face.
With big eyes, an a big nose and a big mouth and big teeth
So I made a jack-o-lantern with a big funny face.

*



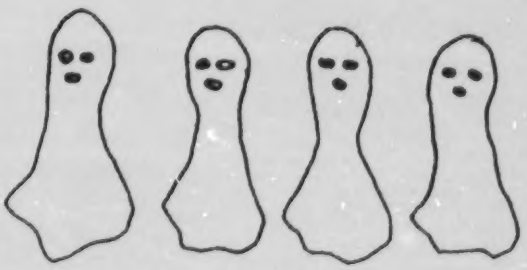
*Child draws eyes, nose, mouth and teeth.

One little skeleton jumping up and down
jumping up and down
jumping up and down
One little skeleton jumping up and down
For this is Halloween.

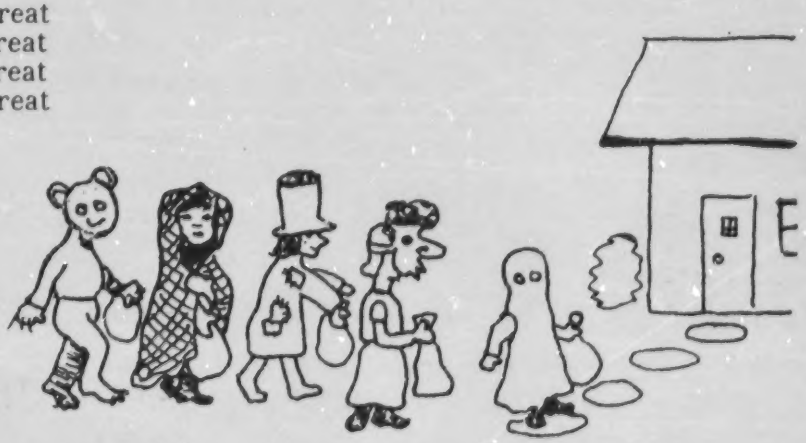
Two little witches flying through the air
flying through the air
flying through the air
Two little witches flying through the air

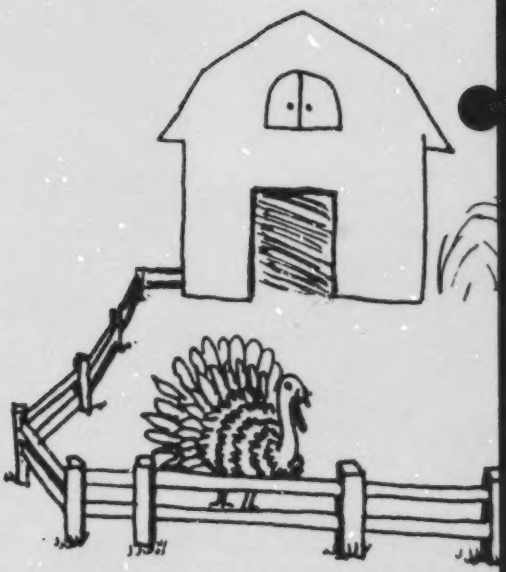
Three little pumpkins sitting in a row
sitting in a row
sitting in a row
Three little pumpkins sitting in a row
For this is Halloween.

Four little goblins walking down the street
walking down the street
walking down the street
Four little goblins walking down the street
For this is Halloween.

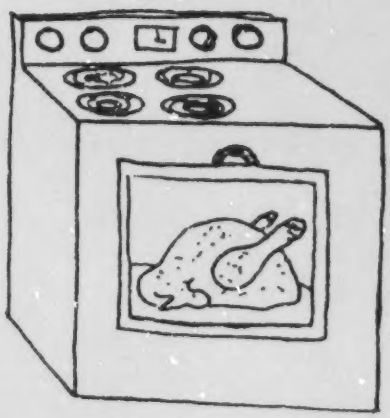


Five little children going trick or treat
going trick or treat
going trick or treat
Five little children going trick or treat
For this is Halloween.





Turkey in the Barnyard
What does he say?
Turkey in the Barnyard,
What does he say?
Turkey in the Barnyard
What does he say?
"Gobble, gobble, gobble, gobble, gobble - AAA"



Turkey in the Oven
What do we say?
Turkey in the Oven,
What do we say?
Turkey in the Oven,
What do we say?
"Yummy, yummy, yummy, yummy, yummy - AAA"

Turkey in my tummy,
What do I say?
Turkey in my tummy,
What do I say
Turkey in my tummy,
What do I say,
"I ate too much on Thanksgiving Day."

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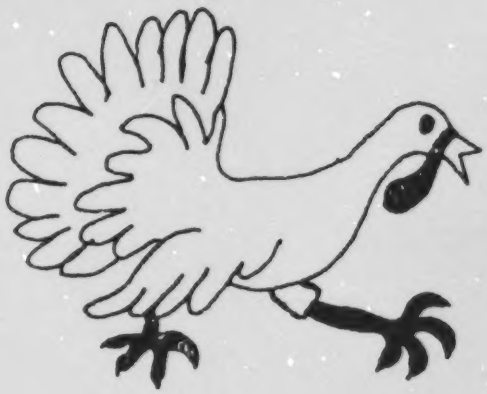
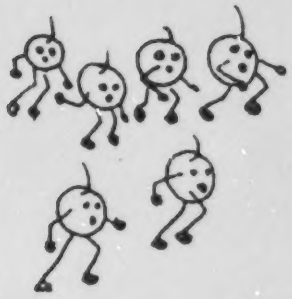


BEFORE THANKSGIVING

The turkey ran away
Before Thanksgiving Day
Said he, "A dinner I'd make
if I should stay."



The Cranberries ran away
Before Thanksgiving Day
Said they, Cranberry Sauce
we'd be if we should stay."

The pumpkin ran away
Before Thanksgiving Day
Said he, "Pumpkin pie I'd be
if I should stay."

But then they all came back
Before Thanksgiving Day
Said they, "A dinner you'll
need on Thanksgiving Day."

"How do you do,
Mr. Turkey"

"Gobble
Gobble
Gobble"

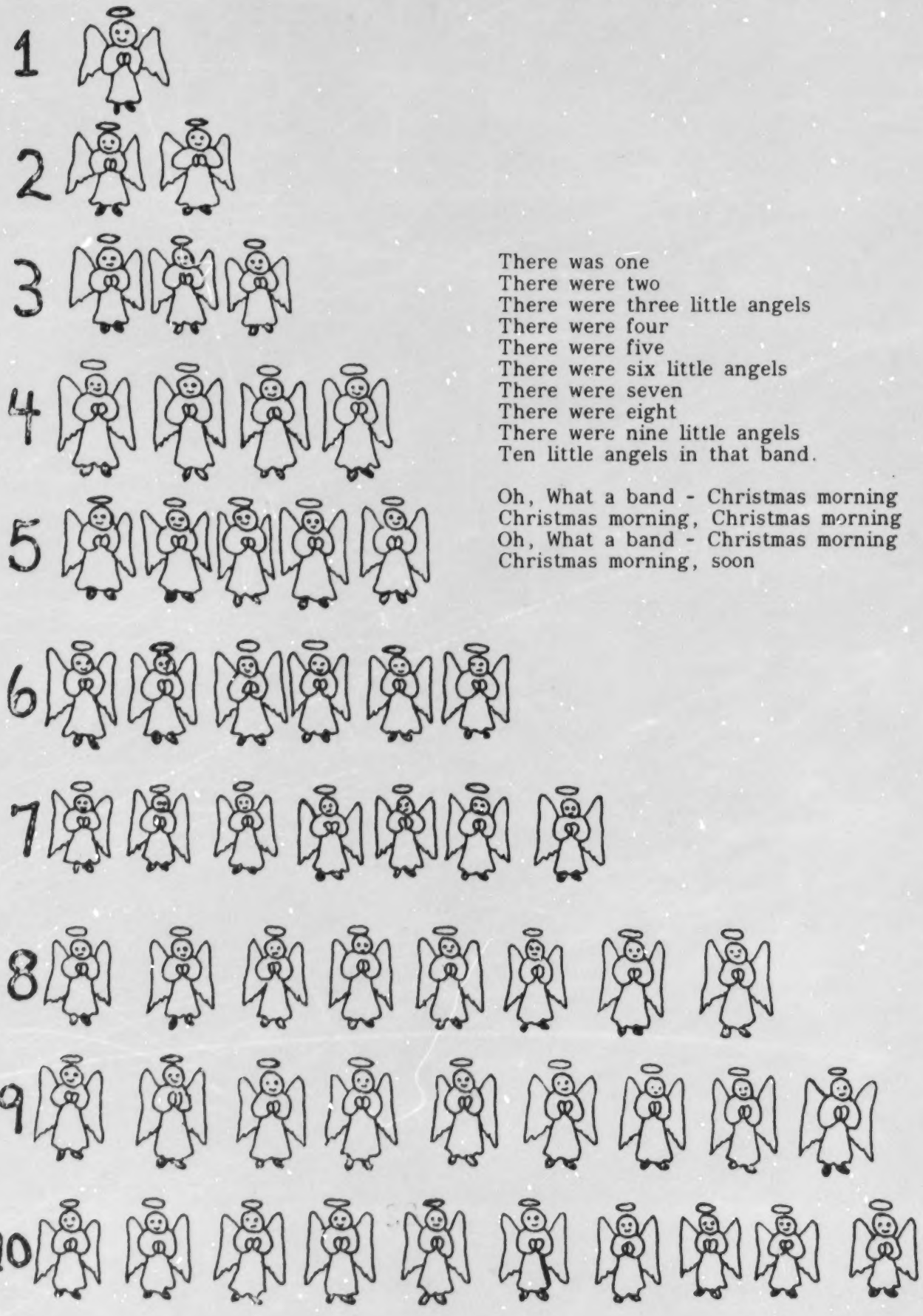
Mr. Duck went to visit Mr. Turkey
and he walked with a waddle, waddle, waddle.
He said, "How do you do, Mr. Turkey."
Mr. Turkey said, "Gobble, gobble, gobble."

We gather together

to thank God, our Father

For "food" and "fun"
(child fills in two things)

We thank him today.



There was one
There were two
There were three little angels
There were four
There were five
There were six little angels
There were seven
There were eight
There were nine little angels
Ten little angels in that band.

Oh, What a band - Christmas morning
Christmas morning, Christmas morning
Oh, What a band - Christmas morning
Christmas morning, soon

The Story of Hot Cross Buns

Hot Cross Buns are baked and eaten as part of Easter time. These buns were baked a long time ago and do not taste like our buns today. They have been a part of our religious customs, throughout old English history.

These English people offered a bread upon the altar called Scared Cow. This giving of bread was first marked with animal's horns and called bous. Bous was changed to buns.

These people from far across th Atlantic Sea, changed the horn markings to a cross to divide the buns into 4 equal parts. ⊕ Another name for the Hot Cross Buns is The Good Friday Bun, because it was eaten only on Good Friday. Now we eat and enjoy the buns most any time.

Poem or Song

"Hot Cross Buns, Hot Cross Buns,
One a penny, two a penny, Hot Cross Buns,
If you have no daughters.
Give them to your sons."

BUNS

1 box hot roll mix
1/3 cup sugar
½ cup raisin
¼ teaspoon allspice
1 teaspoon cinnamon

Prepare roll mix as directed on the package. Add raisins, sugar, cinnamon, allspice. Divide and shape to buns. Bake as directed on package.

FROSTING

1 cup confectioners sugar
2 tablespoons water
2 tablespoons melted butter

1. Mix together
2. Add more sugar if needed
3. Make a cross on each bun

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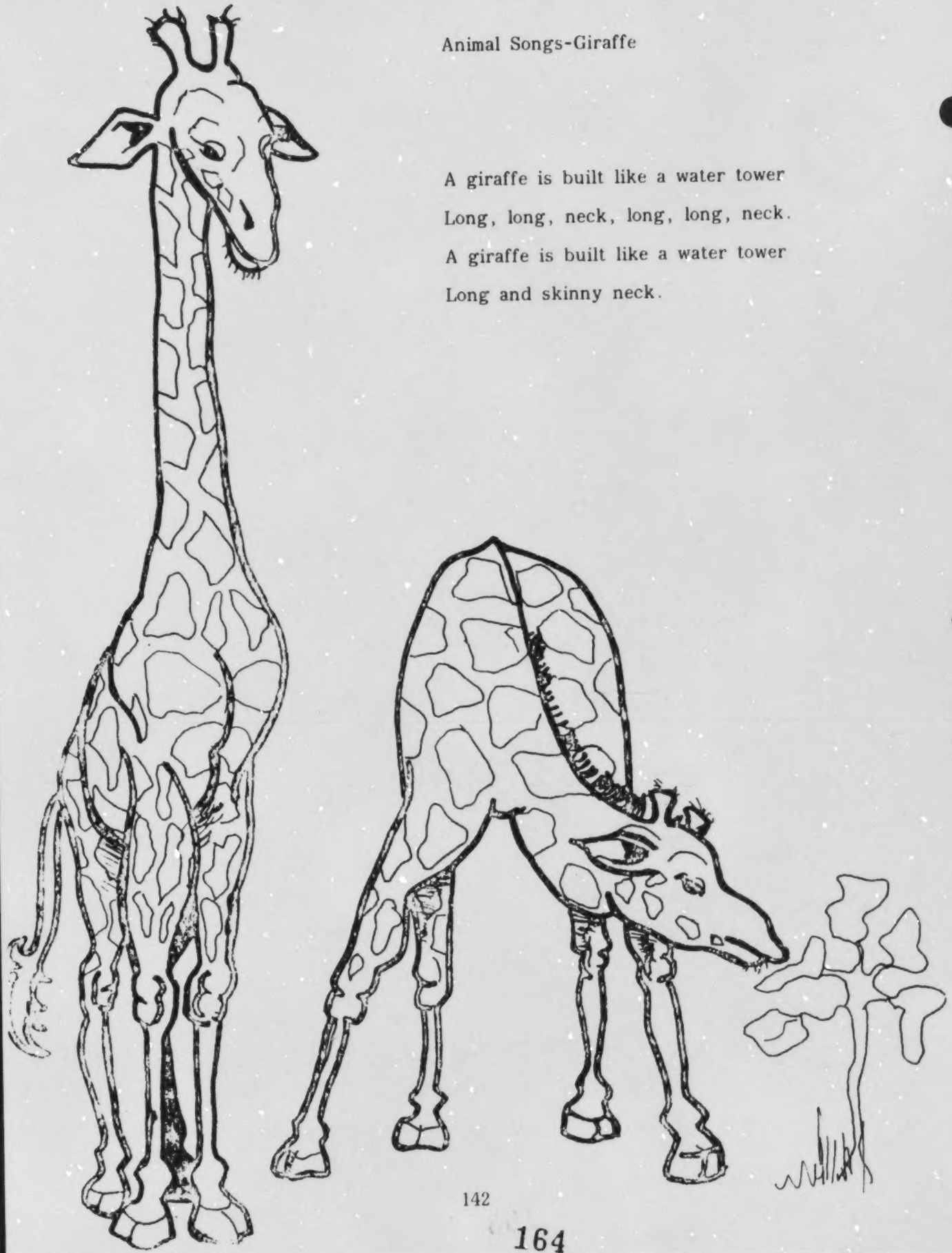
Raccoons have a black mask on their face
Peek-a-boo, Peek-a-boo.
Raccoons have a black mask on their face
Peek-a-boo at you.

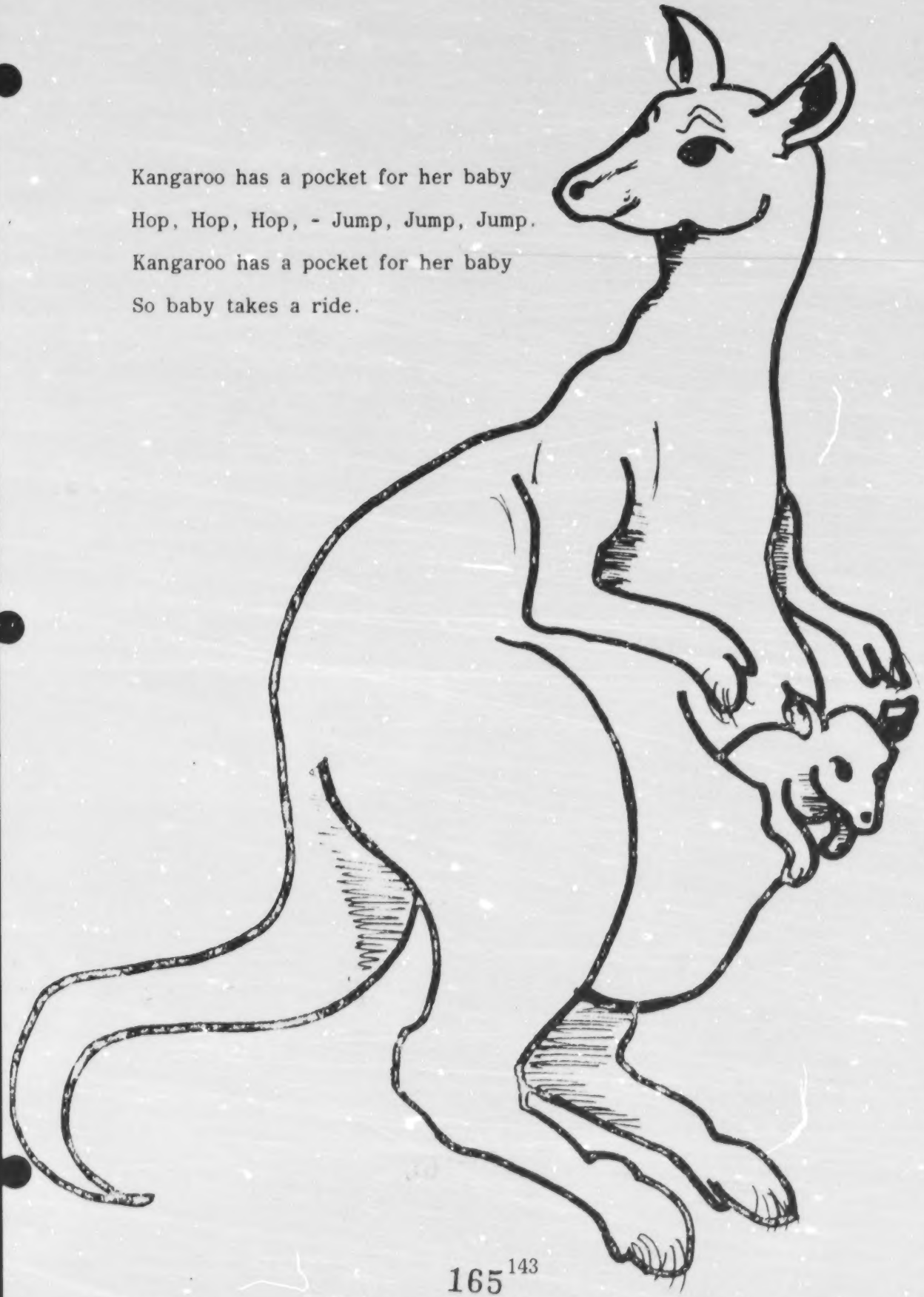
Animal Songs-Giraffe

A giraffe is built like a water tower
Long, long, neck, long, long, neck.
A giraffe is built like a water tower
Long and skinny neck.

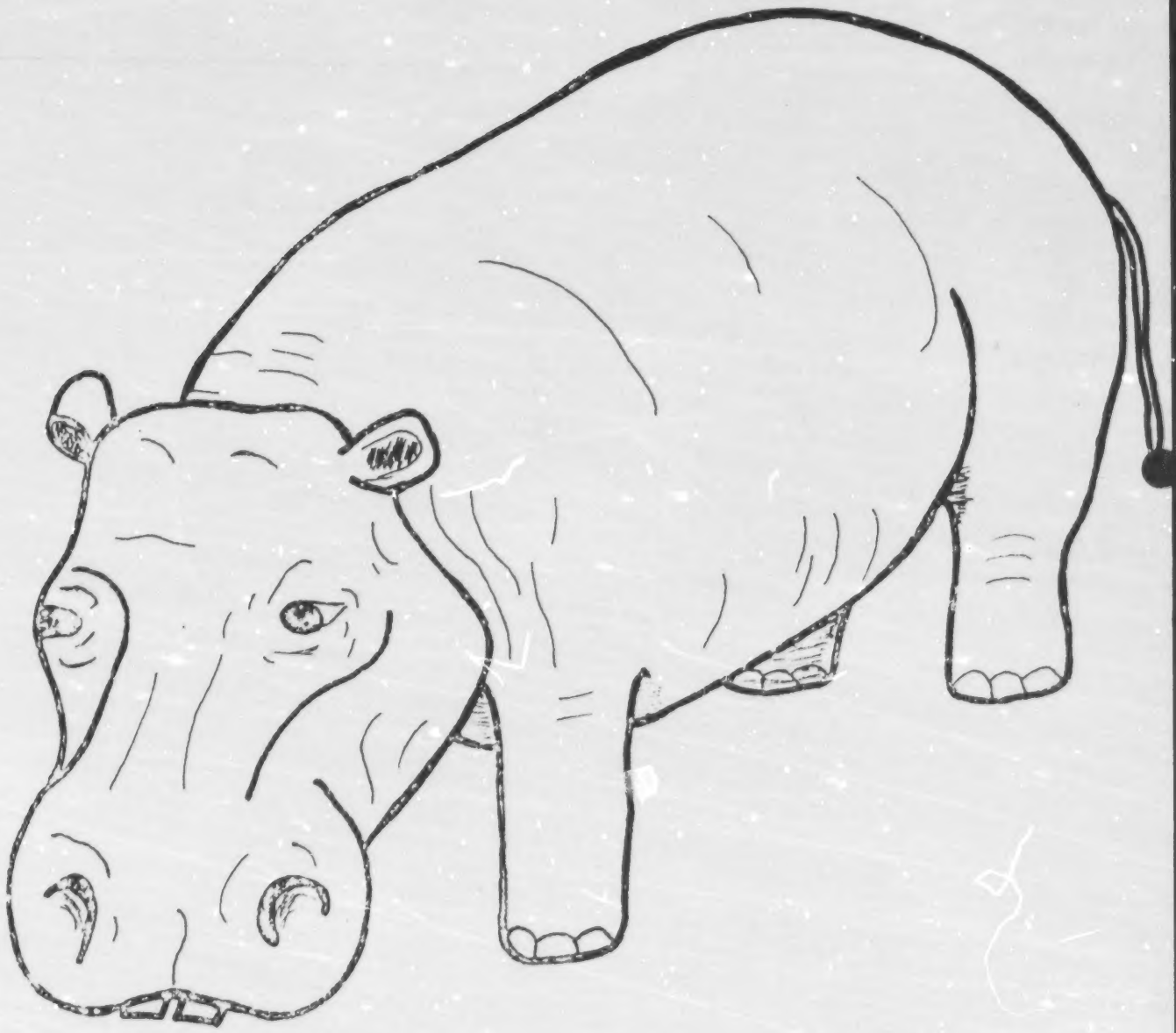


Animal Songs-Kangaroo

Kangaroo has a pocket for her baby
Hop, Hop, Hop, - Jump, Jump, Jump.
Kangaroo has a pocket for her baby
So baby takes a ride.



Hippopotamus has a great big body
Great big head, great big teeth.
Hippopotamus has a great big body
Great big head and teeth.



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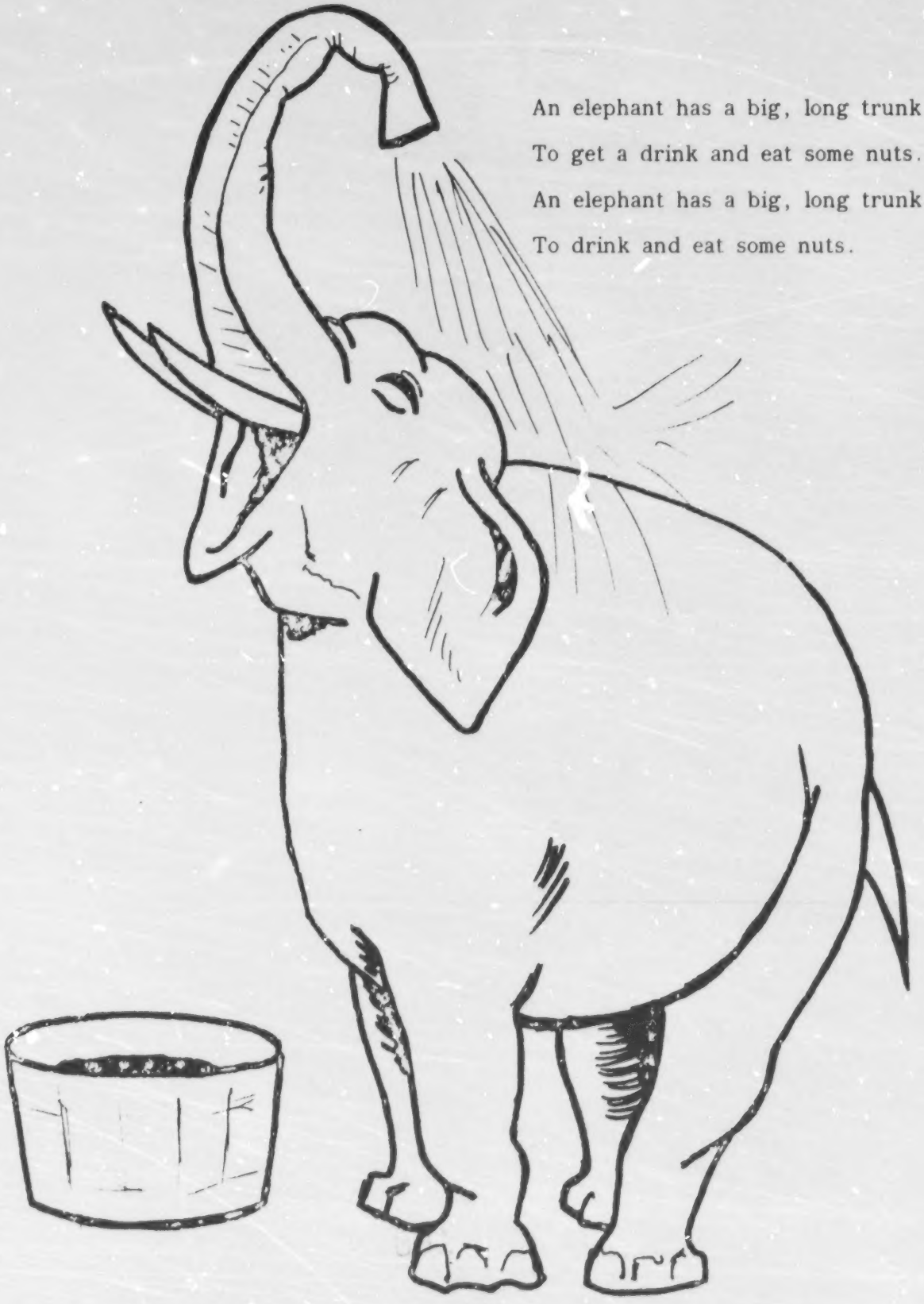
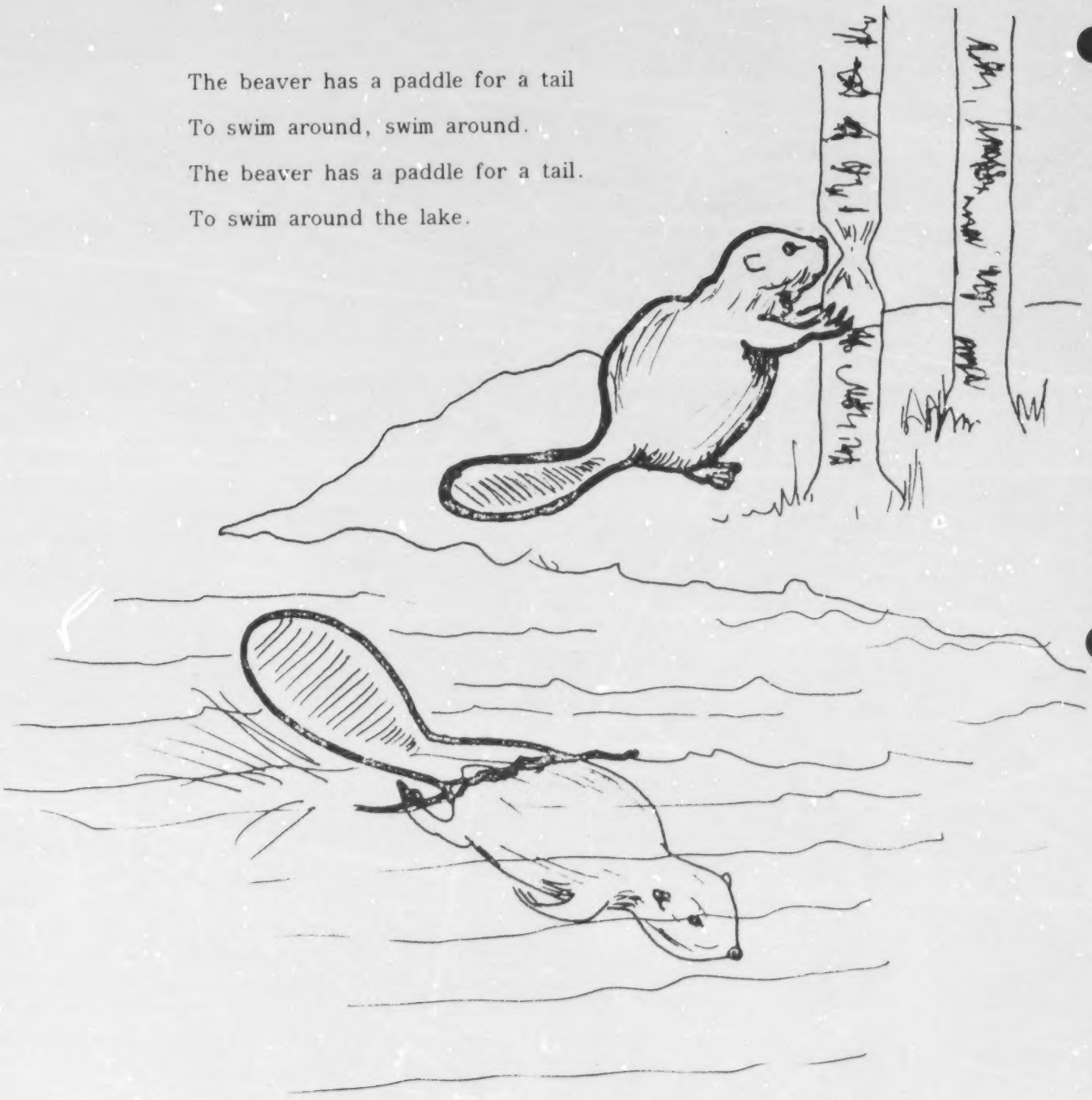


An elephant has a big, long trunk
To get a drink and eat some nuts.
An elephant has a big, long trunk
To drink and eat some nuts.

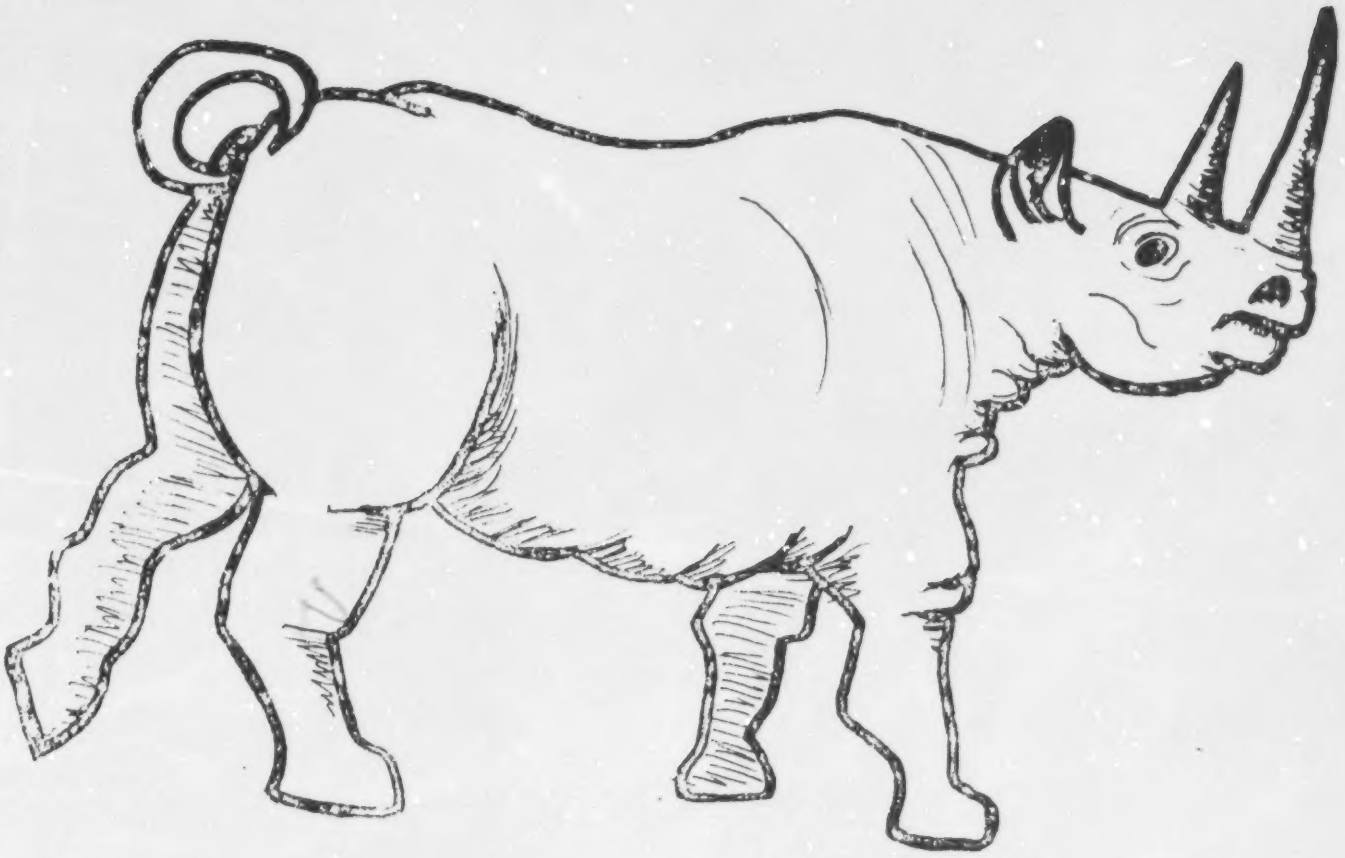
A camel's like a roller coaster
Up and down, Up and down.
A camel's like a roller coaster
Up and down his back.

A zebra has stripes all around his body
Black and white, Black and white.
A zebra has stripes all around his body
Black and white.

The beaver has a paddle for a tail
To swim around, swim around.
The beaver has a paddle for a tail.
To swim around the lake.



The lion has a mane all around his head
Lots of hair, lots of hair.
The lion has a mane all around his head
Lots and lots of hair.



Rhinoceros has two horns on his nose
Stay away, Stay away.
Rhinoceros has two horn on his nose
You'd better stay away.

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The skunk has a white stripe down his body
Down his back, down his tail.
You'd better watch out if he gets angry
And the tail goes in the air....phhew!

APPENDIX

PENN INFORMAL PRE-POST TEST

PRE-TEST SUGGESTIONS:

The pre-test provides suggested procedures for the teacher to follow. It is advisable to use the test as a pre/post test as a way to measure a students gain. It is meant to be used as a teacher tool. Therefore, you could score the test the way it is best for you. You may modify the wording as long as the introduction to each task is consistent with the suggested procedures in content and intent. It is critical to the results that, during the tests and activities, the attitude is consistently positive and encouraging to each child. Feel free to change the wording to fit your particular style, but be sure the attitude you exhibit is POSITIVE!! This test should be given in small groups, but it can be given individually.

Space is provided at the bottom of the last Pre-Test Score Sheet (see page 159) for any remarks that you would believe to be helpful information about each child and that activity. Such as: any physical handicap, etc., etc.

The pre and post test should not be referred to as a test, but merely an activity. Say something such as, "We're going to do some fun things for a little while", and then proceed with instructions. The procedure will be less threatening to the student if the actual recording is completed away from the child. It is recommended that you solicite help during the scoring of the pre and post testing.

IMPORTANT!!!!!

READ PRE-TEST COMPLETELY BEFORE ATTEMPTING TO ADMINISTER. THE MORE FAMILIAR YOU ARE WITH THE TEST, THE SMOOTHER THE TEST WILL GO.

Some verbal directions are on the tape.

1) Consistency in wording is important (if you use your own words or my words, be sure to use the same wording during post test).

2) Use no prompts or cues during the test and always grade on the first response.

PRE/POST TEST

DIRECTIONS: Read pre-test completely before attempting to administer it. The more familiar you are with the test, the smoother the test will go.

MATERIALS NEEDED:

A. 1 Hand drum
B. 1 Triangle
C. Answer sheets for each child.

Procedure for test #1: Speech and Auditory Memory

Gather small group to be tested. Children sit in circle on the floor Indian-style or in chairs whichever you prefer. You know how you work best.

Start a discussion about Echos-what are they, what they do-demonstrate how one would sound, etc. End the discussion by saying, "Now you're going to get to be my echo". All you have to do is repeat after me. Instead of saying and clapping my name, you say and clap your own name. Listen! You may have to give the first child two chances; but by the second child, hopefully they will have gotten the idea.

Teacher says own name and claps syllables at the same time.

The symbol for "clap" is _____

Clap
Example: My name is Ms. Penn.
(Put in your name with proper syllables clapped.)

Teacher then asks one student-- "Can you clap and say your name for me the way I say my name?" Repeat the above if necessary.

Student: My name is (clap each syllable and say name).

Procedure for test #2: Auditory Sequential Memory

Teacher: I'm going to give each one of you something to clap for me. Now remember, you're my echo. Can you listen and clap what I clap after me? Give the following clap patterns until they miss.

SYMBOL: _____ long or slow clap

___ short or fast clap

/ short pause between a short and long clap pattern

#(2) Task

Teacher claps -- Student echoes her clap

A _____
B _____ _____
C ___ ___ / ___
D _____ / ___ ___
E ___ ___ ___ / _____ _____
F ___ ___ ___ / ___ ___ ___

Procedure for test #3: Visual Memory

You have been good listening echo people with your ears. Now, I want you to let your body be a pretend mirror. Demonstrate: "Look at me and do exactly what I do when I am finished." (Whole group does this during the demonstration.) Each one will now have a turn - "Look at me. When it is your turn, do exactly as I do." Remember to wait until I have finished.

Teacher demonstrates starting with A. Proceed until student misses.

#(3) Task

A. Pat head (one time with both hands)
B. Pat head (one time with both hands) go directly to shoulders and pat (one time both hands)
C. (Both hands, one time each) pat head, shoulders, and clap.
D. Pat tops of legs (once both hands) clap (2 times) pat shoulders (one time both hands)
E. Pat tops of legs (once both hands) clap (one time) pat shoulders (one time) pat head (both hands one time) pat tops of legs (one time both hands)

Procedure for test #4: Visual & Auditory Memory

First you were good echo-people, then good at pretending to be a mirror, now you are going to do both at the same time. If you are good listeners and good lookers you will be able to do it. Okay, Ready? Sit quietly now and listen and look carefully.

SYMBOL: _____ long clap
___ short clap
/ pause

Teacher demonstrates starting with A. Proceed until student misses.

#(4) Task

A._____, then pat head (both hands one time)

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B. _____; then pat head (both hands one time); then shoulders (both hands one time)
C. _____; pat head (both hands two times); pat shoulders (both hands one time)
D. _____; pat shoulders (both hands two times); pat top of legs (both hands one time)
E. Pat top of legs (both hands one time); pat head (both hands one time); _____; pat top of legs again (both hands one time); then_____.

Procedure* for test #5: Auditory Discrimination

Have triangle and hand drum ready to demonstrate. Encourage a short discussion about different kinds of sounds. Example: yell loud, whisper, walk softly or quietly, tip toeing, stomping. (Illustrate what kind of sounds.) After discussion say:

"There are high sounds and low sounds. See if you can tell me if this sound is high or low. "LISTEN AND I WILL CALL ON ALL THE QUIET LISTENERS." Each one of you will get your own turn! See if you can be real quiet and answer only when it is your turn."

#(5) Task

Teacher:

A. Play triangle slowly three times.
Ask: Is this a high sound or a low sound?

B. Play drum slowly three times.
Ask: Is this a high sound or a low sound?
(This test can be given individually to prevent imitation.)

Procedure for test #6: Auditory & Motor Coordination

You were all good listeners, and you tried hard. We have two more fun things to do. If you can listen quietly for a little longer - you are going to have a chance to move around this time. O.K. Ready? This time I am going to use my drum again. First, I will tell you where to walk or run to (establish boundries. If you have a student who is unable to walk or run, have them move the part of their body they can, blink if that is all they can move. "When you hear the drum, you must stop. Do not move again until I tell you to walk or to run." Have the student walk away from you so he/she will not get any visual cues.

#(6) Task

Teacher - give directions by saying:

A. "Walk -- keep walking." When child is walking evenly or smoothly, beat drum once hard.
B. "Run -- quietly." When child is running well, beat drum once hard.
C. "Walk" (let him walk a few seconds) beat drum once - after student has completely stopped say: "Walk again, walk fast - then quickly beat drum once hard."

Procedure for test #7: Self Concept and/or Creative Ability

Teacher:

"You have been good echos, mirrors, walkers, and runners. Now we are going to play a pretending game." Discuss word "pretend". Be sure the child understands the meaning of the word. This should be done as a group activity several times with close attention to the student being scored at the time.

Ask: How many have ever seen a jack-in-a-box? After a short discussion on the kinds they have seen, size, color, etc. say: "We are going to pretend that we are a jack-in-a-box. I am going to say a poem. This poem tells you what to do. Watch me and I will show you."

While saying the poem below, the teacher should go down slowly down to the floor into a crouching position with hands over head to pretend to be shut up in a box.

After the student is in this position, wait a few seconds then hit the drum hard. On the sound of the drum, the student should pop up into a standing position immediately.

Encourage child to pretend he is something in the box.

Ask child - "What happens when the top opens?"

Teacher: (Have drum ready) Say:
I am a jack-in-a-box.
I am all closed up tight
I wonder when
Someone will come and
Open my box - (beat drum)

(If a student is in a wheel chair or unable to crouch, he could hide head under arms-adapt.)

Teacher: Ask each student what he or she is pretending to be after he has popped up out of the box.

"How did you feel in the box?"

"How did you feel when you got out?"

Teacher remarks: "Our games are over now and all of you have been super good listeners, and pretenders. We will do some more fun things another day."

PRE/POST - SCORE SHEET

STUDENT'S NAME _____ DATE _____

BIRTHDATE _____

E.S.E. CLASS _____ SCHOOL _____

1. Test #1: Speech and Auditory Memory
Instructions:

Symbol for clap --- . Mark x above word for number of correct syllables and claps.

Ex: My name is John ny. Scoring sheet should look like this:

x x x x x
My name is John ny if all were correct. If student only said and clapped, My name Johnny, scoring sheet should look like this:

x x x x
My name John ny.

My name is _____ write child's name _____.

2. Test #2: Auditory Sequential Memory
Instructions:

Symbol for short pause /

Mark x on A thru F for correct responses. Stop after first mistake and proceed to number 3.

Examples of correct responses are on the right hand side. You fill in the left hand side.

STUDENT RESPONSE	CORRECT RESPONSE
A _____	A X
B _____	B XX
C _____	C XXX
D _____	D X XXX
E _____	E XXX / XX
F _____	F XXX / XXX

3. Test #3: Visual Memory:
Instructions:

Mark X for correct responses. Stop after first mistake and proceed to number 4.

STUDENT RESPONSE	CORRECT RESPONSE
A	A X
B	B X X
C	C XXX
D	D X XX X
E	E XXXXX

4. Test #4: Visual and Auditory Memory:
Instructions:

SAME AS #3

STUDENT RESPONSE	CORRECT RESPONSE
A	A X X
B	B XX XX
C	C XXX XX X
D	D X XXX XX X
E	E X X XX X XXX

5. Test #5: Auditory Discrimination/Pitch
Instructions:

Mark X for correct answer, if not correct, write what child said.

A _____

B _____

6. Test #6: Auditory-Motor Coordination
Instructions:

Mark X if child stopped immediately - note whether child could remain still until told to move again.

A _____

B _____

C _____

7. Test #7: Self-Concept and/or Creative Ability
Instructions:

A space is given for you to write student's response. If student gives no response, write no response. Please feel free to write any observation you feel is significant to this student. 0-5 points allowed. Score depends on teacher observation and opinion.

STUDENT'S RESPONSE _____

_____

_____

_____

_____

TEACHER'S COMMENTS _____

_____

_____

_____

_____

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EXAMPLES OF TEST SCORES 1980-81
(Blank sheet provided for your use)

CLASS Self-Contained Specific Learning Disabilities: North Lakeland Elementary Lakeland, Florida

NAME	D.O.B. MONTHS	INFORMAL SCORED IN POINTS	AUD.SEQU. ITPA M.A.(MONTHS)	DETROIT SOCIAL ADJ. A/B M.A.(MONTHS)	DETROIT AUD. MEM. for REL.SYLL./UNRELATED WORDS SCORED M.A.(MONTHS)	
Oct. Child #1 Pretest	115	16	60	87 / 96	57 / 77	Test Dates: October, 1980
March Post test	120	24	66	78 / 93	66 / 89	March, 1981
Child #2 Pretest	63	12	53	72 / 69	48 / 45	
Post test	68	17	58	87 / 57	48 / 51	
Child #3 Pretest	98	12	41	75 / 75	45 / 36	
Post test	103	20	46	90 / 66	36 / 45	
Child #4 Pretest	114	21	75	111 / 81	51 / 60	
Post test	119	24	63	96 / 84	48 / 81	
Child #5 Pretest	65	18	86	96 / 78	72 / 58	
Post test	68	25	100	90 / 93	72 / 63	
Child #6 Pretest	122	11	82	69 / 90	99 / 51	
Post test	127	25	95	75 / 93	93 / 87	
Child #7 Pretest	104	13	50	87 / 69	39 /-39	
Post test	109	19	50	81 / 81	36 / 41	
Child #8 Pretest	105	15	60	90 / 63	60 / 70	
Post test	110	23	86	108 / 84	60 / 66	

CLASS Severe Speech & Language Resource Room: Brigham Elementary Winter Haven, Florida

NAME	D.O.B. MONTHS	INFORMAL SCORED IN POINTS	AUD.SEQU. ITPA M.A.(MONTHS)	DETROIT SOCIAL ADJ. A/B M.A.(MONTHS)	DETROIT AUD. MEM. for REL.SYLL./UNRELATED WORDS SCORED M.A.(MONTHS)
Oct. Child #1 Pretest	79	8	48	63 / 63	36 / 36
March Post test	84	18	56	92 / 81	36 / 50
Child #2 Pretest	71	6	41	81 / 66	-36 / 57
Post test	76	20	68	90 / 102	45 / 81
Child #3 Pretest	103	16	36	69 / 54	36 / 36
Post test	108	22	56	90 / 69	36 / 49
Child #4 Pretest	80	15	91	75 / 75	48 / 72
Post test	85	22	123	84 / 75	48 / 80
Child #5 Pretest	89	9	56	57 / 60	36 / 51
Post test	94	23	60	90 / 72	39 / 72
Child #6 Pretest	90	15	29	54 / 60	36 / 36
Post test	95	21	47	78 / 66	39 / 38
Child #7 Pretest	104	13	36	78 / 72	36 / -36
Post test	109	21	60	114 / 96	42 / 72
Child #8 Pretest	119	16	60	84 / 72	45 / -36
Post test	124	21	63	99 / 96	51 / 75
Child #9 Pretest	115	17	36	84 / 66	36 / 42
Post test	120	21	63	111 / 87	36 / 68
Child #10 Pretest	112	9	41	54 / 72	42 / 36
Post test	117	17	43	90 / 78	36 / 39

Test Dates: October, 1980
March, 1981

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CLASS Developmentally Delayed Kindergarten: Oscar J. Pope Lakeland, Florida

NAME	D.O.B. MONTHS	INFORMAL SCORED IN POINTS	AUD.SEQU. ITPA M.A.(MONTHS)	DETROIT SOCIAL ADJ. A/B M.A.(MONTHS)	DETROIT AUD. MEM. for REL.SYLL./UNRELATED WORDS SCORED M.A.(MONTHS)	
Oct. Child #1 Pretest	70	7	41	42 / 51	-36 /-36	Test Dates: October, 1980
March Post test	75	16	36	-42 /-36	-36 /-36	March, 1981
Child #2 Pretest	63	4	41	0 / 0	-36 /-36	
Post test	68	11	58	45 / 48	-36 / 58	
Child #3 Pretest	71	9	24	0 / 0	-36 /-36	
Post test	76	18	41	45 /-36	-36 /-36	
Child #4 Pretest	68	12	41	72 / 42	45 / 54	
Post test	73	17	48	60 / 54	39 / 66	
Child #5 Pretest	63	10	66	48 / 63	45 / 57	
Post test	68	16	66	51 / 63	54 / 64	
Child #6 Pretest	76	0	53	48 / 60	-36 / 104	
Post test	81	19	60	-42 / 36	39 / 75	
Child #7 Pretest	75	10	56	Came in program after these tests were		
Post test	81	21	56	administered		

CLASS Self-Contained Severe Speech & Language: North Lakeland Elementary Lakeland, Florida

NAME	D.O.B. MONTHS	INFORMAL SCORED IN POINTS	AUD.SEQU. ITPA M.A.(MONTHS)	DETROIT SOCIAL ADJ. A/B M.A.(MONTHS)	DETROIT AUD. MEM. for REL.SYLL./UNRELATED WORDS SCORED M.A.(MONTHS)	
Oct. Child #1 Pretest	80	14	56	-36 / 0	36 / 60	Test Dates: October, 1980
March Post test	85	23	56	63 / 66	48 / 53	March, 1981
Child #2 Pretest	79	6	60	0 / 42	51 / 77	
Post test	84	16	86	-42 / 51	48 / 60	
Child #3 Pretest	63	1	0	-42 / 36	0 /-36	
Post test	68	14	31	45 / 42	-36 /-36	
Child #4 Pretest	87	7	-24	60 / 36	12 /-36	
Post test	92	16	34	57 / 60	-36/-36	
Child #5 Pretest	94	10	50	0 / 66	36 / 51	
Post test	99	19	50	51 / 51	39 / 69	
Child #6 Pretest	85	13	110	66 / 54	60 / 65	
Post test	90	20	104	66 / 81	66 / 73	
Child #7 Pretest	101	15	41	84 / 93	45 / 36	
Post test	106	22	50	81 / 78	36 /-36	
Child #8 Pretest	78	7	26	0 /54	0 /-36	
Post test	83	24	36	-42 /-36	-36 /-36	
Child #9 Pretest	89	6	53	0 / 0	0 /-36	
Post test	94	13	78	-42 /-36	0 / 36	
Child #10 Pretest	89	11	53	81 / 72	36 / 57	
Post test	94	20	60	90 / 66	45 /-36	
Child #11 Pretest	84	10	63	81 / 72	57 / 55	
Post test	89	19	78	105 / 69	90 / 92	
Child #12 Pretest	84	11	46	66 / 72	36 /-36	
Post test	89	20	60	90 / 93	45 / 56	
Child #13 Pretest	75	8	26	45 / 54	0 /-36	
Post test	80	18	43	-36 /-36	36 / 38	
Child #14 Pretest	81	15	48	0 / 48	-36 /-36	
Post test	86	20	53	57 / 54	36 / 42	
Child #15 Pretest	88	16	48	45 / 57	36 /-36	
Post test	93	20	63	69 / 57	45 /-36	
Child #16 Pretest	89	10	41	0 / 0	0 /-36	
Post test	94	16	43	Child was absent during last test for Detroit		

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CLASS Severe Speech & Language Resource Room (CONTROL GROUP): Lake Alfred Elementary Lake Alfred, Florida

NAME	D.O.B. MONTHS	INFORMAL SCORED IN POINTS	AUD.SEQU. ITPA M.A.(MONTHS)	DETROIT SOCIAL ADJ. A/B M.A.(MONTHS)	DETROIT AUD. MEM. for REL.SYLL./UNRELATED WORDS SCORED M.A.(MONTHS)
Oct. Child #1 Pretest	113	18	48	69 / 72	-36 /-36
Post test	118	19	53	84 / 96	36 / 38
Child #2 Pretest	70	9	78	78 / 69	57 / 78
Post test	75	18	78	105 / 87	57 / 90
Child #3 Pretest	109	16	56	99 / 81	45 / 79
Post test	114	18	63	89 / 102	54 / 57
Child #4 Pretest	110	15	75	84 / 60	36 / 51
Post test	115	21	66	114 / 114	42 / 92
Child #5 Pretest	100	14	56	81 / 60	54 / 96
Post test	105	16	53	87 / 93	51 / 68
Child #6 Pretest	125	17	100	126 / 108	102 / 114
Post test	130	19	133	84 / 78	96 / 162
Child #7 Pretest	78	12	53	48 / 48	36 /-36
Post test	83	15	41	48 / 66	36 / 36
Child #8 Prete t	66	5	48	0 / 54	-36 /-36
Post test	71	3	46	57 / 48	36 / 68
Child #9 Pretest	65	8	41	51 / 60	-36 / 42
Post test	70	10	41	57 / 51	36 / 60
Child #10 Pretest	78	9	41	57 / 57	42 / 39
Post test	83	13	50	48 / 63	36 / 39
Child #11 Pretest	75	9	34	63 / 51	-36 / 37
Post test	80	9	36	72 / 66	36 / 36
Child #12 Pretest	116	18	86	108 / 129	51 / 78
Post test	121	19	100	108 / 102	60 / 98

Test Dates: October, 1980
March, 1981

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CLASS High Risk Pre School: Dundee Elementary Dundee, Florida

NAME	D.O.B. MONTHS	INFORMAL SCORED IN POINTS	AUD.SEQU. ITPA M.A.(MONTHS)	DETROIT SOCIAL ADJ. A/B M.A.(MONTHS)	DETROIT AUD. MEM. for REL.SYLL./UNRELATED WORDS SCORED M.A.(MONTHS)	
Oct. Child #1 Pretest	50	4	24	These tests were not administered		Test Dates: October, 1980
March Post test	55	Withdrawn in Jan.		to this group because of their age.		March, 1981
Child #2 Pretest	53	3	29			
Post test	58	17	63			
Child #3 Pretest	47	4	41			
Post test	52	19	51			
Child #4 Pretest	54	6	50			
Post test	59	23	66			
Child #5 Pretest	48	11	38			
Post test	53	19	41			
Child #6 Pretest	52	11	26			
Post test	57	21	46			
Child #7 Pretest	47	9	41			
Post test	52	19	48			
Child #8 Pretest	40	0	24			
Post test	45	10	56			
Child #9 Pretest	50	3	24			
Post test	55	9	26			
Child #10 Pretest	48	0	0			
Post test	53	18	68			

CLASS _____

NAME	D.O.B. MONTHS	INFORMAL SCORED IN POINTS	AUD.SEQU. ITPA M.A.(MONTHS)	DETROIT SOCIAL ADJ. A/B M.A.(MONTHS)	DETROIT AUD. MEM. for REL.SYLL./UNRELATED WORDS SCORED	M.A.(MONTHS)

INSTRUMENTS RECOMMENDED:

1 - Wood Block

2 - Finger Cymbals

2 - Triangles

1 - Hand Drum

1 - Tambourine

2 - Crash Cymbals

1 - Jingle Top

1 - Handle Bells

1 - Loop Bells

2 - Maracas

1 - Bobbie Whistle

2 - Sand Blocks

2 - Claves

1 - Tone Block

THE DRUM HAS A KEY ATTACHED TO IT. THIS IS FOR TIGHTENING THE SKIN. WHEN STORING THE DRUM ALWAYS MAKE SURE THE SKIN IS LOOSE AND THE KEY IS ATTACHED. SAME APPLIES TO THE TAMBOURINE.

ENJOY!!!!

Rhythm Instruments

The musical instruments needed to implement the lesson plans in this manual are minimal in cost; however, it is strongly recommended that the quality be good and sturdy. It is better to pay a little more for the instruments in the beginning, therefore, they will last longer. The triangle should be of heavy metal, this gives better musical vibrations and the students attend better to these vibrations. This is also true with the hand drum and tambourine. The heads should be of good quality to give better vibrations. It is recommended you keep the instruments in a special box or kit and use them with teacher direction only. Keep them "special". Following is a list of companies that have instruments of good quality. You could order the catalogs from the companies or check with the music teacher in your school to see if they have the catalogs.

(1) Suzuki
Mid-West Distribution Center
PO Box 3681
Centerline, MI 48015

(2) Hohner, Inc.
Instruments by Sonor for Schools
545 Busse Road
Elk Grove Village, IL 60007

(3) Orff Schulwerk Instruments
Magnamusic-Baton, Inc.
10370 Page Industrial Boulevard
St Louis, MO 63132

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___ Volume III-A: Individual Educational Programs, 1980.

___ Volume III-B: Evaluating the Non-English Speaking Handicapped, 1982.

___ Volume III-C: Mediation and Due Process Procedures, 1982.

___ Volume III-D: Maintaining Education Records of Pupils and Adult Students, 1982.

___ Volume III-E: Alternative Communication Systems for Non-Vocal Students, 1982.

___ Volume III-F: Electronic Communication Devices for Visually Impaired Students, 1982.
___ Part 2: Computer Accessibility for the Visually Impaired, 1983.

___ Volume III-G: Alternative Delivery Systems for Homebound/Hospitalized Students, 1982.

___ Volume III-H: Supplement User's Guide AAMD ABS-PSV, 1981.

___ Volume III-I: Computer Assisted Instruction and Support for the Handicapped: Interim Report, 1982.

___ Volume III-J: Interagency Service Plans for the Profoundly Mentally Handicapped, 1983.
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